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ΑΓΓΛΙΚΑ ΓΙΑ ΟΛΟΥΣ

ΑΠΟ ΤΟ ΑΛΦΑ ΩΣ ΤΟ PROFICIENCY ΤΟΥ MICHIGAN



Michigan
Press

Π. ΚΟΥΤΣΟΥΜΠΟΣ Α.Ε.

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ΕΚΔΟΤΙΚΑΙ ΒΙΟΜΗΧΑΝΙΚΑΙ ΕΠΙΧΕΙΡΗΣΕΙΣ
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EXERCISE 300

Συμπληρῶστε ἕνα Ἀπαρέμφατο ἢ ἕνα γερούνδιο (-ing) στὰ κενά:

Example:

He told me **to come.**

We saw you ... (come)
We heard her ... (sing).
We watched the girls ... (play).
The boy's father made him ... (work).
Will you please help me ... (write)?
It has begun ... (rain).
It was kind of you ... (help).
Did you remember ... the letters? (post)
Would you like ... to the theater? (go)
Do you enjoy ... these exercises? (do)
I can hear somebody ... in the next room (talk)
Please, let me ... you ... your coat off (help-take)
It has stopped ... (rain).
I heard Mr Black ... he would like ... his car (say-sell).
They make students ... very hard here, don't they? (work)

EXERCISE 301

Μετατρέψτε τὶς εὐθεῖες ἐρωτήσεις σὲ πλάγιες ἐρωτήσεις ἀρχίζοντας τὴν ἐρώτηση μὲ τὸ do you know καὶ δίνοντας μιὰ ἀπάντηση στὴν ἐρώτηση:

Example:

When do they work?
Do you know when they work?
No, I don't know when they work.

When does the class begin?

What does that mean?
How much is it?
How far is it from Boston to Chicago?
What is her address?
Which bus should I take?
Why doesn't she like it?
When did they leave?
Does Mr West work in an office?
Can Mary speak Spanish?
Does this book belong to George?
Will Mr Black be at home this evening?
What is this made of?
Is this ring made of gold?
When did Miss Green go out for lunch?

EXERCISE 302

Συμπληρώστε τὶς πλάγιες ἐρωτήσεις:

Example:

Can Mary speak French?
Do you know whether Mary can speak French (or not)?

Can he understand English? Do you know whether . . . ?
Will he wait for us? Do you know whether . . . ?
Is the house rented? I don't know whether . . .
Have they left yet? I don't know whether . . .
Does the bus stop here? Ask him whether . . .
Do they live on Sixth Avenue? I don't remember whether . . .
Did she take her raincoat? I don't remember whether . . .
Did he make his reservations? I wonder whether . . .
Should we take this bus? I wonder whether . . .
Would they like to go? I wonder whether . . .

EXERCISE 303

Προσθέστε σύντομες ἀπαντήσεις στὸ τέλος τῶν προτάσεων:

It is easy to work in the morning.

Rings are made of gold.
They have no children.
They have a car.
There are five letters in the word smile.
Miss Green is going to get married.
You will lend me a dictionary.
I can borrow you a French dictionary.
You can't read without glasses.
They will have another cup of tea.
She likes climbing.
Tomorrow will be Sunday.

EXERCISE 304

Γράψτε σωστὰ τὶς προτάσεις:

Chicago offers many advantages its inhabitants.
Chicago also is an important port.
There are near Chicago large steel mills.
They manufacture there agricultural machinery.
Chicago has become in a short time a great industrial city.
Cattle are brought every day by the thousand into Chicago.
Is very beautiful the avenue along the lake front.
Are carried on the freight boats, wheat, iron and lumber.
He likes very much symphony concerts.
He has to take every day a train to his office in Chicago.
He goes sometimes to a movie.
He prefers to see a play usually.

XXXI

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 299

COMPREHENSION

The question was «Are you glad that you are living in the second half of the twentieth century? Or do you wish that you had lived during some time in the past?

Miss Brown answered to that question.

She was a teacher.

No, she didn't answer with a simple «yes» or «no».

Yes, she was interested in education.

Yes, all children receive free education today.

From the age of five or six until they are fifteen or sixteen.

Yes, they sometimes receive free education, when they go to the University.

Very few children learnt to read and write in the sixteenth century.

Only the children of the upper class.

Yes, all agree that education is a good thing.

Yes, education helps us to enjoy life.

Yes, there are libraries in every town, village and city.

Yes, we enjoy music today thanks to the radio and television sets.

Very few people had books to read four hundred years ago.

No, they were slow, difficult, uncomfortable and dangerous.

Yes, people travel for pleasure and education.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 300

We saw you coming.

We heard her singing.
We watched the girls to play.
The boy's father made him to work.
Will you please help me to write?
It has begun to rain.
It was kind of you to help.
Did you remember to post the letters?
Would you like to go to the theater?
Do you enjoy doing these exercises?
I can hear somebody talking in the next room.
Please let me help you to take your coat off.
It has stopped raining.
I heard Mr Black saying he would like to sell his car.
They make students to work very hard here, don't they?

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 301

Do you know when the class begins?
No, I don't know when the class begins.

Do you know what that means?
Yes, I know what that means.

Do you know how much it is?
No, I don't know how much it is.

Do you know how far it is from Boston to Chicago?
No, I don't know how far it is from Boston to Chicago.

Do you know what her address is?
Yes, I know what her address is.

Do you know which bus I should take?
Yes, I know which bus you should take.

Do you know why she doesn't like it?
Yes, I know why she doesn't like it.

Do you know when they left?
No, I don't know when they left.

Do you know whether MrWest works in an office?
No, I don't know whether MrWest works in an office.

Do you know whether Mary can speak Spanish?
No, I don't know whether Mary can speak Spanish.

Do you know whether this book belongs to George?
No, I don't know whether this book belongs to George.

Do you know whether Mr Black will be at home this evening?
No, I don't know whether he will be at home this evening.

Do you know what this is made of?
Yes, I know what this is made of.

Do you know whether this ring is made of gold?
No, I don't know whether it is made of gold.

Do you know when Miss Green went out for lunch?
Yes, I know when Miss Green went out for lunch.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 302

Can he understand English?
Do you know whether he can understand English?

Will he wait for us?
Do you know whether he will wait for us?

Is the house rented?
I don't know whether the house is rented (or not).

Have they left yet?
I don't know whether they have left yet.

Does the bus stop here?
Ask him whether the bus stops here.

Do they live on Sixth Avenue?
I don't remember whether they live on Sixth Avenue.

Did she take her raincoat?
I don't remember whether she took her raincoat.

Did he make his reservations?
I wonder whether he made his reservations.

Should we take this bus?
I wonder whether we should take this bus.

Would they like to go?
I wonder whether they would like to go.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 303

Isn't it?
aren't they?
do they?
don't they?
aren't there?
isn't she?
won't you?
can't I?
can you?
won't they?
doesn't she?
won't it?

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 304

Chicago offers its inhabitants many advantages.
Chicago is also an important port.

There are large steel mills near Chicago.
They manufacture agricultural machinery there.
Chicago has become a great industrial city in a short time.
Cattle are brought into Chicago by the thousand everyday.
The avenue along the lake front is very beautiful.
Wheat, iron and lumber are carried on the freight boats.
He likes symphony concerts very much.
He has to take a train to his office in Chicago every day.
Sometimes he goes to a movie.
He usually prefers to see a play.

ΕΠΙΘΕΤΑ ΚΑΙ ΠΑΘΗΤΙΚΕΣ ΜΕΤΟΧΕΣ ΜΕ ΠΡΟΘΕΣΕΙΣ

Μερικὰ ἐπίθετα καὶ παθητικὲς Μετοχὲς ρημάτων ἀπαιτοῦν ὁρισμένες προθέσεις, γιὰ νὰ ἐκφράσουν μιὰ ἰδέα. Μαζὶ μὲ τὴν πρόθεση ἀποτελοῦν μιὰ καινούργια ἔννοια καὶ ἀπὸ ρήματα γίνονται ἐπίθετα πλέον, π.χ.:

interested in = ἐνδιαφερόμενος γιὰ (κάτι),
surprised at = ξαφνιασμένος ἀπὸ (γιὰ κάτι),
surrounded by = περιτριγυρισμένος ἀπὸ κάτι,
similar to = ὅμοιος μὲ κάτι,
sorry for = λυπημένος γιὰ κάτι,
absent from = ἀπὼν ἀπὸ κάπου,
different from = διαφορετικὸς ἀπό,
covered with = σκεπασμένος μὲ κάτι,
angry about (a thing) = θυμωμένος γιὰ κάτι,
angry with (a person) = θυμωμένος μὲ κάποιον,
filled with = γεμάτος ἀπό,
pleased with = εὐχαριστημένος μὲ κάτι,
satisfied with = ἱκανοποιημένος μὲ κάτι,
lined with = πλαισιωμένος μέ,
ill (sick) with = ἄρρωστος ἀπὸ κάτι,
fond of = φίλος ἀπό,
kind of = εὐγενικὸ ἀπὸ μέρους κάποιου,
tired of = κουρασμένος ἀπό,
afraid of = φοβισμένος γιὰ (ἀπὸ) κάτι,
full of = γεμάτος ἀπό.

Examples:

Mary is interested in learning French = ἡ Μαίρη ἐνδιαφέρεται νὰ μάθη γαλλικά.
He was surprised at her ability to write quickly = αὐτὸς ξαφνιάστηκε μὲ τὴν ἱκανότητά της νὰ γράφη γρήγορα.
The city was surrounded by hills = ἡ πόλη ἦταν περιτριγυρισμένη ἀπὸ λόφους.
This book is similar to the other = αὐτὸ τὸ βιβλίο εἶναι ὅμοιο μὲ τὸ ἄλλο.
I am sorry for your illness = λυποῦμαι γιὰ τὴν ἀσθένειά σου.
George is absent from class today = ὁ Γιῶργος ἀπουσιάζει ἀπὸ τὸ μάθημα σήμερα.
Mary is different from her sister = ἡ Μαίρη εἶναι διαφορετικὴ ἀπὸ τὴν ἀδελφή της.
The floor was covered with a rug = τὸ πάτωμα ἦταν σκεπασμένο μ' ἕνα χαλί.
He is angry about the lesson = εἶναι θυμωμένος γιὰ τὸ μάθημα.
The teacher is angry with Jim = ὁ δάσκαλος εἶναι θυμωμένος μὲ τὸν Τζίμ.
The glass is filled with wine = τὸ ποτήρι εἶναι γεμάτο κρασί.
Mr Miller was pleased with John = ὁ κύριος Μίλλερ ἦταν εὐχαριστημένος μὲ τὸν John.
He was also satisfied with Mary = ἦταν ἐπίσης ἱκανοποιημένος ἀπὸ τὴ Μαίρη.
The streets are lined with palms = οἱ δρόμοι εἶναι πλαισιωμένοι μὲ φοινικόδενδρα.
He is ill with fever = αὐτὸς εἶναι ἄρρωστος μὲ πυρετό.
He is fond of music = τοῦ ἀρέσει (εἶναι φίλος) ἡ μουσική.
It is kind of you to visit me = εἶναι εὐγενικὸ ἐκ μέρους σου νὰ μὲ ἐπισκεφθῇς.
I am tired of reading = κουράστηκα ἀπὸ τὸ διάβασμα.
He is afraid of the rain = αὐτὸς φοβᾶται τὴ βροχή.
The room is full of people = τὸ δωμάτιο εἶναι γεμάτο ἀπὸ ἀνθρώπους.

ΔΕΥΤΕΡΕΥΟΥΣΕΣ ΕΝΑΝΤΙΩΜΑΤΙΚΕΣ ΠΡΟΤΑΣΕΙΣ

Οἱ δευτερεύουσες ἐναντιωματικὲς προτάσεις ἀρχίζουν μὲ τὸ **although** = ἂν καὶ ἢ μὲ τὸ **though** = ἂν καί. Δὲν ὑπάρχει σχεδὸν καμιὰ διαφορὰ

ἀνάμεσα στὸ although καὶ στὸ though. Τὸ although τὸ συναντοῦμε πιὸ συχνὰ στὴν ἀρχὴ μιᾶς προτάσεως, ἐνῶ τὸ though στὴ μέση μιᾶς προτάσεως.

Examples:

Although she doesn't speak English well, she reads it easily = ἂν κι αὐτὴ δὲν μιλάῃ καλὰ ἀγγλικά, τὰ διαβάζει εὔκολα.

She likes it there, though it's very cold in winter = τῆς ἀρέσει ἐκεῖ, ἂν καὶ κάνῃ πολὺ κρύο τὸ χειμώνα.

Although he is very rich, he does not help his family = ἂν κι αὐτὸς εἶναι πολὺ πλούσιος, δὲν βοηθᾶ τὴν οἰκογένειά του.

Although my car is very old, it still goes very well = ἂν καὶ τὸ αὐτοκίνητό μου εἶναι πολὺ παλιό, ἀκόμη πάει καλά.

Although Mr Black is nearly seventy, he still likes to talk to the school children = ἂν κι ὁ κύριος Μπλὰκ εἶναι σχεδὸν ἑβδομήντα ἐτῶν, τοῦ ἀρέσει νὰ μιλᾶ μὲ τὰ παιδιὰ τοῦ σχολείου, ἢ ἡ ἴδια πρόταση κατὰ διαφορετικὴ σύνταξη Mr Black is nearly seventy, he still likes to talk to the school children.

I like to visit him although he is always busy = μοῦ ἀρέσει νὰ τὸν ἐπισκέπτωμαι, ἂν κι αὐτὸς εἶναι πάντοτε ἀπασχολημένος.

Mary prefers to live downtown though her house is in the suburbs = ἡ Μαίρη προτιμᾶ νὰ ζῇ κάτω στὴν πόλη, ἂν καὶ τὸ σπίτι της εἶναι στὰ προάστια.

Although she is ill, she wants to go for long walks every morning = ἂν κι εἶναι ἄρρωστη, θέλει νὰ πηγαίνῃ μακρινοὺς περιπάτους κάθε πρωΐ.

Although I am very hungry, I cannot eat because I am tired = ἂν κι εἶμαι πολὺ πεινασμένος, δὲν μπορῶ νὰ φάω, γιατὶ εἶμαι κουρασμένος.

Although he works hard he does not earn much money = ἂν κι ἐργάζεται σκληρά, δὲν κερδίζει πολλὰ χρήματα.

ΑΙΤΙΟΛΟΓΙΚΕΣ ΠΡΟΤΑΣΕΙΣ

Οἱ δευτερεύουσες αἰτιολογικὲς προτάσεις συνήθως ἀρχίζουν μὲ τὸ **because** = διότι, **since** = ἀφ' ὅτου ἢ μὲ τὸ **for** = γιά. Μιὰ δευτερεύουσα πρόταση, ποὺ συνήθως ἀρχίζει μὲ τὸ for, κατέχει τὸ δεύτερο μέρος τῆς φράσης. Βρίσκεται δηλαδὴ στὸ τέλος. Οἱ προτάσεις, μὲ τὰ because καὶ since μποροῦν νὰ εἶναι καὶ στὴν ἀρχὴ τῆς φράσης. Νὰ ἀρχίζῃ ἡ φράση μ' αὐτές. Μπορεῖ ὅμως νὰ βρίσκωνται καὶ στὸ τέλος.

Τὸ because καὶ τὸ since εἶναι περισσότερο συνηθισμένα ἀπὸ τὸ as καὶ τὸ for.

Examples:

He didn't come because he was ill = αὐτὸς δὲν ἦλθε, γιατὶ ἦταν ἄρρωστος.
Since he was ill, he didn't come = μιὰ κι ἦταν ἄρρωστος, δὲν ἦλθε.
He didn't come as he was ill = αὐτὸς δὲν ἦλθε, καθὼς ἦταν ἄρρωστος.
He didn't come for he was ill = αὐτὸς δὲν ἦλθε, γιατὶ ἦταν ἄρρωστος.

She forgot to write the letter because she was busy = αὐτὴ ξέχασε νὰ γράψη τὸ γράμμα, γιατὶ ἦταν ἀπασχολημένη.
Since she was very busy she didn't have time to write the letter = μιὰ κι ἦταν πολὺ ἀπασχολημένη, δὲν εἶχε καιρὸ νὰ γράψη τὸ γράμμα.
She didn't write the letter as she was very busy = αὐτὴ δὲν ἔγραψε τὸ γράμμα, καθὼς ἦταν πολὺ ἀπασχολημένη.
She didn't write the letter for she was very busy = αὐτὴ δὲν ἔγραψε τὸ γράμμα, γιατὶ ἦταν πολὺ ἀπασχολημένη.

Mary has to work hard because she is very poor = ἡ Μαίρη πρέπει νὰ ἐργάζεται σκληρά, γιατὶ εἶναι πολὺ φτωχή.
Since Mary is very poor she has to work hard = μιὰ κι ἡ Μαίρη εἶναι πολὺ φτωχή, πρέπει νὰ ἐργάζεται σκληρά.
As Mary is very poor, she has to work hard = καθὼς ἡ Μαίρη εἶναι πολὺ φτωχή, πρέπει νὰ ἐργάζεται σκληρά.
She has to work hard, for she is very poor = αὐτὴ πρέπει νὰ ἐργάζεται σκληρά, γιατὶ εἶναι πολὺ φτωχή.

Οἱ προτάσεις μὲ τὸ because καὶ τὸ since εἶναι περισσότερο συνηθισμένες ἀπὸ τὶς ἄλλες μὲ τὸ as καὶ τὸ for, π. χ.:

As it is cold today it is better to light a fire = ἐπειδὴ (μιὰ καί, ἐφ' ὅσον) εἶναι κρύο σήμερα, εἶναι καλύτερο ν' ἀνάψουμε φωτιά.
As I have never seen that man, I can't tell you whether he is good looking or not = καθὼς δὲν ἔχω δῆ ποτὲ αὐτὸν τὸν ἄντρα, δὲν μπορῶ νὰ σοῦ πῶ, ἐὰν εἶναι συμπαθητικὸς ἢ ὄχι.
He left early because he had to meet an old friend = αὐτὸς ἔφυγε νωρίς, γιατὶ εἶχε νὰ συναντήση ἕναν παλιὸ φίλο.

Since he had to meet an old friend, he left early = μιὰ καὶ (ἀφ' ὅτου, ἐπειδὴ) εἶχε νὰ συναντήση ἕναν παλιὸ φίλο, ἔφυγε νωρίς.
As he had to meet an old friend, he left early = καθὼς ἔπρεπε νὰ συναντήση ἕναν παλιὸ φίλο, ἔφυγε νωρίς.
He left early for he had to meet an old friend = αὐτὸς ἔφυγε νωρίς, γιατὶ (ἐπειδὴ) εἶχε νὰ συναντήση ἕναν παλιὸ φίλο.

Ὁρισμένες λέξεις συχνὰ ἀκολουθοῦνται ἀπὸ μιὰ πρόθεση. Οἱ λέξεις αὐτὲς μπορεῖ νὰ εἶναι οὐσιαστικά, μπορεῖ νὰ εἶναι καὶ ρήματα. Οἱ προθέσεις, ποὺ ἀκολουθοῦν τὰ διάφορα ρήματα, ἀποτελοῦν πλέον μιὰ ἔννοια μ' αὐτά. Πολὺ συχνά, κυρίως μὲ ρήματα ποὺ τὰ μεταχειριζόμαστε συχνά, πολλὲς προθέσεις χρησιμοποιοῦνται μὲ τὸ ἴδιο ρῆμα δίνοντας κάθε φορὰ καὶ μιὰ διαφορετικὴ σημασία στὸ ρῆμα. Ἔτσι τὸ ρῆμα agree συμφωνῶ, τὸ συναντοῦμε μὲ τρεῖς προθέσεις, agree to, agree with, agree about.

Examples:

We all agreed to the teacher's proposal = ἐμεῖς ὅλοι συμφωνήσαμε μὲ τὴν πρόταση τοῦ δασκάλου.
Mary agrees to Jack's proposal of marriage = ἡ Μαίρη συμφωνεῖ μὲ τὴν πρόταση γάμου τοῦ Jack.
My mother agreed with the clerk to buy a new hat = ἡ μητέρα μου συμφώνησε μὲ τὴν ὑπάλληλο νὰ ἀγοράση ἕνα καινούργιο καπέλο.
I don't agree with him on that = δὲν συμφωνῶ μαζί του σ' αὐτό.
Robert and Virginia agreed about the same thing = ὁ Robert κι ἡ Virginia συμφώνησαν γιὰ τὸ ἴδιο πρᾶγμα.
They agreed about going for a walk at night = αὐτοὶ συμφώνησαν γιὰ νὰ πᾶνε ἕναν περίπατο τὸ βράδυ.

Τὸ ρῆμα **break** = σπάζω, εἶναι ἀνώμαλο, broke, broken.

Συντάσσεται μὲ διαφορετικὲς προθέσεις. break out = ξεσπῶ.
Fire broke out in a baker's shop downtown = φωτιὰ ξέσπασε στὸ κατάστημα ἑνὸς φουρνάρη κάτω στὸ κέντρο τῆς πόλης.
The first world war broke out in 1914 = ὁ πρῶτος παγκόσμιος πόλεμος ξέσπασε τὸ 1914.
Mary broke with her boy friend Robert and she does not meet him any more = ἡ Μαίρη τὰ χάλασε μὲ τὸν φίλο της τὸν Robert καὶ δὲν τὸν συναντᾶ πιά.

George broke all the bad news to his father = ὁ Γιῶργος εἶπε (πρόφθασε) ὅλα τὰ ἄσχημα νέα στὸν πατέρα του.

Τὸ ρῆμα call συντάσσεται μὲ διαφορετικὲς προθέσεις.
Call on = ἐπισκέπτομαι.

I called on Jack yesterday but he was absent = ἐπισκέφθηκα τὸν Jack χθές, ἀλλὰ ἀπουσίαζε.

Call to = φωνάζω.
Mary called to Robert but he couldn't hear her = ἡ Μαίρη φώναξε τὸν Robert, ἀλλὰ δὲν μποροῦσε νὰ τὴν ἀκούση.

Call for = καλῶ, ζητῶ.
I called for Jack to accompany me in my walk = φώναξα (ζήτησα) τὸν Jack νὰ μὲ συνοδέψη στὸν περίπατό μου.
Call for = ἀπαιτῶ.
I called for a new glass because the one I had was dirty = ἀπαίτησα ἕνα καινούργιο ποτήρι, γιατὶ αὐτό, ποὺ εἶχα, ἦταν βρώμικο.

ΑΠΟΤΕΛΕΣΜΑΤΙΚΕΣ-ΤΕΛΙΚΕΣ ΠΡΟΤΑΣΕΙΣ

Οἱ δευτερεύουσες προτάσεις, ποὺ φανερώνουν σκοπό, συνήθως ἀρχίζουν μὲ τοὺς συνδέσμους so that ἢ in order that. Ἐὰν τὸ ρῆμα τῆς κυρίας προτάσεως εἶναι στὸν Ἐνεστῶτα ἢ στὸν Μέλλοντα, στὴν δευτερεύουσα πρόταση ἔχουμε τὰ βοηθητικὰ will, can καὶ may. Ἐὰν τὸ ρῆμα τῆς κυρίας προτάσεως εἶναι στὸν Ἀόριστο, τότε στὴν δευτερεύουσα πρόταση τοῦ σκοποῦ ἔχουμε τὸν Ἀόριστο τῶν βοηθητικῶν ρημάτων, δηλαδὴ τὸ would, could καὶ τὸ might.

Examples:

They are going by train so that they will (can ἢ may) see more of the country = αὐτοὶ πᾶνε μὲ τὸ τραῖνο, ἔτσι ὥστε θὰ (γιὰ νὰ) δοῦν περισσότερο ἀπὸ τὴν χώρα.

Στὴν πρόταση αὐτὴ μπορούσαμε νὰ εἴχαμε στὴ θέση τοῦ so that τὸ in order that. Καὶ τὰ δύο αὐτὰ ἐκφράζουν σκοπό. Ἐπίσης στὴ θέση τοῦ will

μπορούσαμε νὰ ἔχουμε τὸ can ἢ τὸ may. Αὐτὸ ἐξαρτᾶται ἀπὸ τὸ τί θέλουμε νὰ ποῦμε.

He went by bus so that he would see more of the country = αὐτὸς πῆγε μὲ τὸ λεωφορεῖο, γιὰ νὰ μπορέση νὰ δῆ περισσότερο ἀπὸ τὴ χώρα.

Στὴν πρόταση αὐτὴ τὸ ρῆμα τῆς κυρίας προτάσεως, τὸ went, εἶναι στὸν Ἀόριστο κι ἔτσι τὸ ρῆμα τῆς δευτερεύουσας θὰ εἶναι κι αὐτὸ στὸν ἴδιο χρόνο, στὸν Ἀόριστο, τὸ will γίνεται would. Ἡ ἴδια αὐτὴ πρόταση μπορεῖ νὰ γίνη he went by bus in order that he would see more of the country. Ἢ ἀκόμη στὴ θέση τοῦ would μπορούσαμε νὰ ἔχουμε τὸ could ἢ might.

Why did John put chalk on the patch? He put it so that (in order that) it would not stick to the inside of the tyre = γιατί ὁ John ἔβαλε κιμωλία στὸ μπάλωμα; ἔβαλε γιὰ νὰ μὴ κολλᾶ στὸ μέσα μέρος τοῦ τροχοῦ.

Mary was so ill that Tom had to run very quickly to bring the doctor = ἡ Μαίρη ἦταν τόσο ἄρρωστη, οὕτως ὥστε ὁ Τὸμ ἔπρεπε νὰ τρέξη πολὺ γρήγορα, γιὰ νὰ φέρη τὸ γιατρό.

A teacher must speak clearly so that (in order that) his students may understand him well = ἕνας δάσκαλος πρέπει νὰ μιλᾶ καθαρά, οὕτως ὥστε οἱ μαθηταί του νὰ μποροῦν νὰ τὸν καταλαβαίνουν καλά.

The snow was so deep that the postman came an hour later = τὸ χιόνι ἦταν τόσο βαθύ, ὥστε ὁ ταχυδρόμος ἦλθε μία ὥρα ἀργότερα.

The weather was so bad that we stayed in = ὁ καιρὸς ἦταν τόσο κακός, ὥστε μείναμε μέσα.

The water was so cold that nobody drank it = τὸ νερὸ ἦταν τόσο κρύο, ποὺ κανένας δὲν τὸ ἤπιε.

I am so tired that I can't walk = εἶμαι τόσο κουρασμένος, ὥστε δὲν μπορῶ νὰ περπατήσω.

The film finished at ten o'clock so that I was on time for dinner = τὸ φὶλμ τελείωσε στὶς δέκα ἡ ὥρα, οὕτως ὥστε ἤμουν ἐγκαίρως γιὰ τὸ δεῖπνο.

I go to American lectures in order to train my ear = πάω σὲ ἀμερικανικὲς διαλέξεις μὲ σκοπὸ νὰ ἐξασκήσω τὸ αὐτί μου.

I got up last morning in order that I could meet my father = σηκώθηκα νωρὶς χθὲς τὸ πρωΐ μὲ σκοπὸ νὰ μπορέσω νὰ συναντήσω τὸν πατέρα μου.

Οἱ δευτερεύουσες ἀποτελεσματικὲς προτάσεις συνήθως ἀρχίζουν μὲ τὸ

so, so ... that καὶ such ... that. Τὸ δεύτερο μέρος τῆς προτάσεως εἶναι τὸ ἀποτέλεσμα τῆς πρώτης, π. χ.:

I couldn't get a taxi so I had to come by bus = δὲν μποροῦσα νὰ βρῶ ἕνα ταξὶ κι ἔπρεπε νὰ ἔλθω μὲ τὸ λεωφορεῖο.
We went to Denver by train so we saw much more of the country = ἐμεῖς πήγαμε στὸ Ντένβερ μὲ τὸ τραῖνο, οὕτως ὥστε εἴδαμε πολὺ περισσότερο ἀπὸ τὴ χώρα.
The book was not so useful as I had hoped = τὸ βιβλίο δὲν ἦταν τόσο χρήσιμο, ὅσο εἶχα ἐλπίσει.
The shoes were so expensive that I didn't buy them = τὰ ὑποδήματα ἦταν τόσο ἀκριβά, ὥστε δὲν τὰ ἀγόρασα.
I had no work to do so I went for a walk = δὲν εἶχα δουλιὰ νὰ κάνω κι ἔτσι πῆγα ἕναν περίπατο.
She likes to go to the movies so I gave her some money to go = τῆς ἀρέσει νὰ πηγαίνη στὸν κινηματογράφο, ἔτσι τῆς ἔδωσα λίγα χρήματα νὰ πάη.
Nobody was in the house so I had to leave = κανένας δὲν ἦταν στὸ σπίτι κι ἔτσι ἔπρεπε νὰ φύγω.
She has lived there so she speaks the language very well = αὐτὴ ἔχει μείνει ἐκεῖ, ἔτσι μιλᾶ τὴ γλώσσα πολὺ καλά.

Ἐπίσης στὶς ἀποτελεσματικὲς προτάσεις, ποὺ εἰσάγονται μὲ τὸ so, μεσολαβεῖ κάτι ἄλλο καὶ κατόπιν ἔχουμε τὸ that, π.χ.:

The coffee is so hot that I can't drink it now = ὁ καφὲς εἶναι τόσο ζεστός, ποὺ δὲν μπορω νὰ τὸν πιῶ τώρα.
He came so early that no one was ready = αὐτὸς ἦλθε τόσο νωρίς, ὥστε κανεὶς δὲν ἦταν ἕτοιμος.
They had so much rain that the fields were flooded = αὐτοὶ εἶχαν τόσο πολλὴ βροχή, ὥστε τὰ χωράφια πλημμύρισαν.
There are so many students that the classes are crowded = ὑπάρχουν τόσοι πολλοὶ μαθηταί, ὥστε οἱ τάξεις εἶναι γεμάτες.
There are so many things in the shops that it is difficult to know what to buy = ὑπάρχουν τόσα πολλὰ πράγματα στὰ καταστήματα, ὥστε εἶναι δύσκολο νὰ ξέρης, τί θὰ ἀγοράσης.
I have so many letters to write so that it is difficult to begin = ἔχω τόσα πολλὰ γράμματα νὰ γράψω, ὥστε μοῦ εἶναι δύσκολο ν' ἀρχίσω.

'Επίσης οἱ προτάσεις, ποὺ ἐκφράζουν σκοπό, εἰσάγονται μὲ τὸ such ἢ such a ... that, π.χ.:

There are such large states in the West that an Easterner cannot get used to the idea = ὑπάρχουν τέτοιες μεγάλες πολιτεῖες στὴ Δύση, ὥστε ἕνας ἀπὸ τὴν 'Ανατολὴ δὲν μπορεῖ νὰ συνηθίσῃ στὴν ἰδέα.
Texas is such a large state that it takes two days to cross it = τὸ Τέξας εἶναι μιὰ τέτοια μεγάλη πολιτεία, ποὺ χρειάζεται δυὸ μέρες νὰ τὴ διασχίσῃς.
He drives with such speed that I don't like to ride with him = αὐτὸς ὁδηγεῖ μὲ τέτοια ταχύτητα, ποὺ δὲν μ' ἀρέσει νὰ ταξιδεύω μαζί του.
He is such a good boy that everybody loves him = αὐτὸς εἶναι ἕνα τόσο καλὸ ἀγόρι, ποὺ ὅλλοι τὸν ἀγαποῦν.
It is such a heavy package that I cannot lift it = εἶναι ἕνα τόσο βαρὺ πακέτο, ποὺ δὲν μπορῶ νὰ τὸ σηκώσω.
It is such a long way that I will take a bus = εἶναι τόσο μακρὺς δρόμος, ὥστε θὰ πάρω λεωφορεῖο.

LETTER WRITING

7. Congratulations

On passing an examination: I was delighted to hear of your success in your examination. Hearty congratulations!

On getting a job: I was delighted to hear that you were successful in getting a job with Shell. Hearty congratulations and best wishes for your success in the work!

On a engagement (14): Hearty congratulations on your engagement! I wish you and your fiancée a long and happy married life.

On a marriage (14): Hearty congratulations on your marriage! I wish you and your wife a long and happy married life.

8. CONDOLENCES

On failure in an examination: I was very sorry to hear that

you were not successful in your examination. I wish you better luck next time.

On failure to get a job: I was very sorry to hear that you were not selected for the post with Shell. I wish you better luck in your next application for a post.

On a death: I was deeply sorry to learn of the death of your father. Please accept my very sincere condolences in your great loss.

9. INVITATIONS

Informal invitations to meals or parties: I should be very glad if you would come to dinner with me at my house at 8 p. m. on Tuesday, May 23rd —Would you and Mary be able to join us for lunch at the Angel Restaurant at 12.30 next Friday? —We are giving a small dinner-dance for a few friends at 9 p. m. on Tuesday to celebrate John's twenty-first birthday. We would be very pleased if you could come —We are having a Christmas Party for the children at 5 p. m. on Wednesday, 20th December. Could William and Betty come? Our children would be delighted if they could. It will probably finish at about 8 — Could you come round for a drink before dinner next Wednesday, at about 6.30? Don't bother to answer if you can. We look forward to seeing you-Would you and the children care to come for a picnic with us next Sunday? We could meet at your house at 11.30 a. m. and then all go off together —Would you like to come swimming with me next Saturday afternoon? I could pick you up at your house at about 3 o'clock if you would.

Informal invitations to stay with someone:

It would be very nice if you and your wife could come and spend the week-end 16th/17th June with us — Could the children come and spend a week here some time in August? Our children would love to have them.

Formal invitations to meals or parties:

Mr William E. Smith

requests the pleasure of the company of
Mr and Mrs L. S. Jones
at dinner
at 7.45 p. m. Monday, 12th June

10 William Street, R. S. V. P. (15)
Hitchin, Tel. 13728
Hertfordshire. Dress: Informal (16)

(Note that, when the invitation card is a printed or typed one, it should be filled in by hand, not typed.)

Remarks

(15). R. S. V. P. means «please answer» (the letters are the initials of the French phrase «Repondez s'il vous plait»). You should always answer an invitation marked R. S. V. P. as soon as you can.

(16). Dress tells you what kind of clothes to wear for the party: the most usual are informal, which means a lounge suit; and black tie, which means a dinner jacket.

Formal invitations to weddings:

Mr and Mrs William R. Price
request the pleasure of the company of
Mr and Mrs L. E. Jones
at the marriage of their daughter,
PAMELA
to
MR JOHN ROBINSON
at St Mary's Church, Hitchin
on Monday, 15th May, 1961 at 10.30 a.m.
and afterwards at their home.

R. S. V. P.
12 William Street,
Hitchin.

Accepting invitations

Accepting informal invitations to meals or parties: Thank

you very much for your kind invitation to dinner on May 23rd. I shall be delighted to come — Mary thanks for your kind invitation to lunch at the Angel on Friday. Mary and I accept with pleasure — Thank you very much for the invitation to the children for your Christmas Party on 20th December. They would love to come — Yes, we would be delighted to join you for a picnic next Sunday and will expect you at 11.30 a. m. at our house.

Accepting formal invitations:

Mr and Mrs L. E. Jones thank Mr Smith for his kind invitation to dinner on Monday, 12th June and accept with pleasure.

15 Birch Lane,
Harwich,
Essex.

Mr and Mrs L. E. Jones accept with pleasure the kind invitation of Mr and Mrs Price to the marriage of their daughter, Pamela, on 15th May.

15 Birch Lane,
Harwich,
Essex.

Postponing or cancelling an arrangement: I am so sorry, but John has had to go away suddenly on business, so I am afraid I am having to postpone our dinner party to Thursday, 26th October at the same hour. I do hope you can still come, and very much regret any inconvenience the postponement may cause you — I am sorry to have to tell you that we shall not now be able to come to dinner with you on Thursday, 26th October, because has suddenly developed pneumonia — I am very sorry but we shall not now be able to join you on the picnic because Mary has measles. I do hope you have a good time nevertheless and hope we shall be luckier next time.

Refusing invitations

Refusing informal invitations: I regret that I am unable to accept

your very kind invitation to dinner next Friday because of a previous engagement — Thank you very much for your kind invitation to lunch on Wednesday. I am very sorry that we shan't be able to come because John is in bed with influenza and won't be well enough to go out by Wednesday — I very much regret that the children will be unable to come to your children's Christmas Party. They will be in Scotland on the 20th. Please tell your children how sorry William and Betty are to miss their party — It was very kind of you to invite us to spend next week-end with you, but unfortunately we can't manage it this time because John's mother will be staying with us.

Refusing formal invitations:

Mr and Mrs L. E. Jones thank Mr Price for his kind invitation to dinner on June 21st, but regret that, unfortunately, they are unable to accept.

15 Birch Lane,
Harwich,
Essex.

Thanks for entertainment: Thank you very much for the lovely dinner yesterday. I enjoyed it a lot — Many thanks for the lunch yesterday, which my wife and I enjoyed very much — I am writing to thank you, on behalf of my wife and on my own behalf, for the lovely time we had at your party last night — I arrived back home safe and sound this morning and am writing to thank you very much for having me and for giving me such a pleasant time — Many thanks for your hospitality during my stay with you. I enjoyed it greatly.

Asking about something left behind: I very foolishly left my razor behind in your bathroom. I should be very grateful if you would send it on to me. I am sorry about the trouble I am giving you over this — I think I must have left my hairbrush at your house, as I cannot find it anywhere. If you happen to come across it, would you be kind enough to send it to me? I am sorry to inconvenience you in this way.

VOCABULARY

closely	(κλόζλι)	=	κοντά
associate	(ασσόσιέϊτ)	=	συνδέω

describe	(ντισκράϊμπ)	=	περιγράφω
adventure	(αντβέντchιουρ)	=	περιπέτεια
derive	(ντιράϊβ)	=	παράγω, ἐξάγω
term	(τερμ)	=	ὅρος
fathom	(φέϊδομ)	=	ὀργυιὰ
navigation	(ναβιγκέϊchιεν)	=	ναυσιπλοΐα
shorten	(chόρτεν)	=	συντομεύω
cargo	(κάργκο)	=	φορτίο
rapidly	(ράπιντλι)	=	γρήγορα
admire	(αεντμάϊρ)	=	θαυμάζω
worry	(γουόρι)	=	ἀνησυχῶ
rat	(ραετ)	=	ἀρουραῖος
frog	(φρογκ)	=	βάτραχος
ability	(αμπίλιτι)	=	ἱκανότητα
dry	(ντράϊ)	=	ξερὸς -ὴ -ὸ
grandeur	(γκράντιρ)	=	μεγαλεῖο
miner	(μάϊνερ)	=	μεταλλωρύχος
peak	(πικ)	=	κορυφὴ
rocky	(ρόκι)	=	βραχώδης
slope	(σλοπ)	=	πλαγιὰ
tool	(τουλ)	=	ἐργαλεῖο
inspite of		=	μολονότι
level	(λέβελ)	=	ἐπίπεδο
lofty	(λόφτι)	=	ὑψηλὸς -ὴ-ὸ
visible	(βίζιμπλ)	=	ὁρατὸς -ὴ-ὸ
buffalo	(μπούφαλο)	=	βουβάλι
dynamite	(ντάϊναμιτ)	=	δυναμίτης
compete	(κομπίιτ)	=	συναγωνίζομαι
earn	(ερν)	=	κερδίζω
proposal	(προπόζαλ)	=	πρόταση
baker	(μπέϊκερ)	=	φουρνάρης
shave	(chέϊβ)	=	ξυρίζομαι
accompany	(ακόμπανι)	=	συνοδεύω
destroy	(ντιστρόϊ)	=	καταστρέφω
park	(παρκ)	=	παρκάρω, σταματῶ
natural	(ναέτchιουραλ)	=	φυσικὸς -ὴ-ὸ
preserve	(πριζὲρβ)	=	διατηρῶ
provide	(προβάϊντ)	=	προνοῶ, προμηθεύω
raise	(ρέϊζ)	=	ἀνατρέφω

scenery	(σίνερι)	=	θέα, τοπίο
set aside	(σετ εσάϊντ)	=	ξεχωρίζω
terrace	(τέρας)	=	ταράτσα
win	(γουὶν)	=	κερδίζω
especially	(εσπέσιαλι)	=	κυρίως
outstanding	(αουτστέντινγκ)	=	ξεχωριστὸς -ὴ-ὸ
climb	(κλάϊμπ)	=	ἀναρριχῶμαι, σκαρφαλώνω
geyser	(γκέϊζερ)	=	θερμὸς πίδαξ, συντριβάνι
volcanoe	(βολκαένοου)	=	ἡφαίστιο
owe	(όου)	=	ὀφείλω, χρεωστῶ
dominant	(ντόμιναντ)	=	κυρίαρχος -η-ο
fountain	(φάουντέϊν)	=	πηγὴ
sparkle	(σπαρκλ)	=	σπινθηροβολῶ
stream	(στρίιμ)	=	ρεῦμα
camp	(καμπ)	=	κατασκηνώνω
playground	(πλέϊγκράουντ)	=	τόπος παιγνιδιοῦ
feed	(φίιντ)	=	τρέφω
hire	(hάϊρ)	=	προσλαμβάνω
cottage	(κότεϊντj)	=	μικρὸ σπίτι
health	(hελθ)	=	ὑγεία
illness	(ίλνες)	=	ἀσθένεια
cure	(κιοὺρ)	=	θεραπεύω
care	(κέαρ)	=	φροντίζω
patch	(πατch)	=	μπάλωμα
stick	(στικ)	=	κολλῶ
tyre	(τάϊρ)	=	τροχὸς
train	(τρέϊν)	=	ἐξασκῶ
speed	(σπιντ)	=	ταχύτητα
lift	(λιφτ)	=	ὑψώνω
occupy	(όκιουπάϊ)	=	κατέχω
to get up		=	wake
fish pole	(φιch πολ)	=	καλάμι ψαρέματος
promise	(πρόμις)	=	ὑπόσχομαι, assure, pledge
yawn	(γιόουν)	=	χασμουριέμαι, to open the mouth wide
rub	(ραμπ)	=	τρίβω
downtown		=	τὸ κέντρο τῆς πόλης, the center of the city

dress	(ντρες)	=	ντύνομαι, put on clothes, to clothe
toast	(τόουστ)	=	φρυγανιά, pieces of bread put in a stove
extra	(έξτρα)	=	ἐπὶ πλέον
earn	(ερν)	=	κερδίζω, win, gain
save	(σέϊβ)	=	ἐξοικονομῶ
closet	(κλόζετ)	=	ντουλάπι
take care of		=	φροντίζω
go fishing		=	πάω γιὰ ψάρεμα
take your time		=	μὲ τὴν ἡσυχία σου, μὴ βιάζεσαι

right where you left = ἀκριβῶς ἐκεῖ ὅπου τὸ ἄφησες, π. χ.:
You will find your English dictionary right where you left it = θὰ βρῆς τὸ ἀγγλικό σου λεξικὸ ἀκριβῶς ἐκεῖ ποὺ τὸ ἄφησες.

Ἡ λέξη right ἔχει πολλὲς σημασίες.

right = ὀρθῶς, καλῶς
all right = πολὺ καλά, ἐν τάξει
be right = ἔχω δίκαιο
right away = ἀμέσως
right = δίκαιον, δικαίωμα
have a right to = δικαιοῦμαι
on the right = πρὸς τὰ δεξιὰ

turn to the right = στρίψε προς τὰ δεξιὰ

whole	(χολ)	=	ὅλος
entire	(εντάϊρ)	=	ὅλος
guest	(γκεστ)	=	ξένος
board	(μπόουρντ)	=	ἐπιβιβάζομαι
darkness	(ντάρκνες)	=	σκοτεινὰ
drop	(ντροπ)	=	στάζω, σταγόνα

TEXT

The Browns begin the day.

It is a hot day in July. The July sun shone brightly on the

streets of the city of Mayville promising a hot day. Mrs James Brown got up, yawned and rubbed with her hands her eyes. She looked quickly at the clock on the table near the bed. It was already seven-thirty. Jim, her husband, had to leave the house for work at eight-fifteen and Mary, her daughter, had promised to go to the Martins' to take care of their children, while they were downtown. Her son Robert would probably want to go fishing down the river with George Hanson this fine morning. She dressed quickly and went downstairs to prepare breakfast for the family. Twenty minutes later the whole family were seated at the small table in the kitchen eating their breakfast. They used to eat for breakfast milk, toasts, eggs, jam and fruits. «Help yourself to the toast, Mary», said Mrs Brown, and «Bobby, you can have that extra egg if you want it. Do you want another cup of milk?» «No, thanks mam», said Bobby «George Hanson and I are going fishing down at the river this morning and he will be here in a few minutes. I must be ready». «Take your time and eat slowly», said his mother. «I am sure he can wait if he arrives before you finish. Mary, don't forget to go to the Martins' this morning and take care of their children. What time did they ask you to go there?» «She told me to be there at nine o'clock. They expect to come back from downtown about five-thirty this afternoon. I won't be here for lunch. But I think I will be back for dinner tonight. «All right dear», said her mother. She was glad that Mary was earning some money and saving it to go to college next year. At that moment Bobby came in looking for his fish pole. «Do you know now where I left it?» he asked. «I think it is in the closet by the front door, Bobby», said Mary. «That's where it was the last time I saw it. «He went there but he came back quickly. «Mam, my fish pole isn't here. Somebody took it». And he went to the garage to look and there for his lost fish pole.

TRANSLATION

Ἡ οἰκογένεια Μπράουν ἀρχίζει τὴν ἡμέρα.

Εἶναι μιὰ ζεστὴ μέρα τοῦ Ἰουλίου. Ὁ ἥλιος τοῦ Ἰουλίου ἔλαμπε φωτεινὰ (λαμπερά) στοὺς δρόμους τῆς πόλης τοῦ Μέϊβιλλ ὑποσχόμενος μιὰ ζεστὴ

μέρα. Ἡ κυρία Τζέϊμς Μπράουν σηκώθηκε, χασμουρήθηκε κι ἔτριψε τὰ μάτια της μὲ τὰ χέρια της. Κύτταξε γρήγορα τὸ ρολόϊ πάνω στὸ τραπέζι κοντὰ στὸ κρεβάτι. Ἦταν ἤδη ἑπτάμιση. Ὁ Τζίμ, ὁ σύζυγός της, ἔπρεπε νὰ φύγη ἀπὸ τὸ σπίτι γιὰ τὴν δουλειὰ στὶς ὀχτὼ καὶ δεκαπέντε κι ἡ Μαίρη, ἡ κόρη της, εἶχε ὑποσχεθῆ νὰ πάη στοὺς Μάρτιν νὰ φροντίση τὰ παιδιά τους, ἐνόσω αὐτοὶ θὰ ἦσαν κάτω στὴν πόλη. Ὁ γιός της Ρόμπερτ θὰ ἤθελε ἴσως νὰ πάη γιὰ ψάρεμα κάτω στὸ ποτάμι μὲ τὸν Τζὼρτζ Χάνσον αὐτὸ τὸ ὡραῖο πρωΐ. Ντύθηκε γρήγορα καὶ πῆγε στὸ κάτω πάτωμα νὰ προετοιμάση τὸ πρόγευμα γιὰ τὴν οἰκογένεια. Εἴκοσι λεπτὰ ἀργότερα ὁλόκληρη ἡ οἰκογένεια ἦταν καθισμένη στὸ μικρὸ τραπέζι τῆς κουζίνας τρώγοντας τὸ πρόγευμά τους. Αὐτοὶ συνήθιζαν νὰ τρῶνε γιὰ πρόγευμα γάλα, φρυγανιές, αὐγά, μαρμελάδα καὶ φροῦτα. «Σερβιρίσου μόνη σου τὴν φρυγανιά, Μαίρη», εἶπε ἡ κυρία Μπράουν, καὶ «Μπόμπυ, μπορεῖς νὰ πάρης ἐκεῖνο τὸ παραπανήσιο αὐγό, ἂν τὸ θέλης. Θέλεις ἕνα ἄλλο φλυτζάνι γάλα;» «Ὄχι, εὐχαριστῶ, μαμὰ» εἶπε ὁ Μπόμπυ; «ὁ Τζὼρτζ Χάνσον κι ἐγὼ θὰ πᾶμε γιὰ ψάρεμα κάτω στὸ ποτάμι τὸ πρωΐ. Κι αὐτὸς θὰ εἶναι ἐδῶ σὲ λίγα λεπτά. Πρέπει νὰ εἶμαι ἕτοιμος». «Μὲ τὴν ἡσυχία σου καὶ τρῶγε ἀργά,» εἶπε ἡ μητέρα του. «Εἶμαι σίγουρη, ὅτι μπορεῖ νὰ περιμένη, ἐὰν θὰ φθάση πρὶν νὰ τελειώσης. Μαίρη, μὴν ξεχάσης νὰ πᾶς στοὺς Μάρτιν σήμερα τὸ πρωῒ καὶ νὰ φροντίσης τὰ παιδιά τους. Τί ὥρα σοῦ ζήτησαν νὰ πᾶς ἐκεῖ;» «Μοῦ εἶπαν νὰ βρίσκωμαι ἐκεῖ στὶς ἐννέα ἡ ὥρα. Ὑπολογίζουν νὰ γυρίσουν ἀπὸ κάτω περίπου στὶς πεντέμιση τὸ ἀπόγευμα. Δὲν θὰ εἶμαι ἐδῶ γιὰ τὸ μεσημεριανὸ φαγητό, ἀλλὰ νομίζω, ὅτι θὰ γυρίσω πίσω γιὰ τὸ δεῖπνο ἀπόψε.» «Ἐν τάξει, ἀγαπητή μου,» εἶπε ἡ μητέρα της. Ἦταν πολὺ χαρούμενη ποὺ ἡ Μαίρη κέρδιζε μερικὰ χρήματα καὶ τὰ φύλαγε, γιὰ νὰ πάη στὸ κολλέγιο τὸν ἑπόμενο χρόνο. Ἐκείνη τὴ στιγμὴ ὁ Μπόμπυ ἦλθε ψάχνοντας γιὰ τὸ καλάμι ψαρέματος. «Ξέρεις, μαμά, ποῦ τὸ ἄφησα;» ρώτησε. «Νομίζω, ὅτι εἶναι στὸ ντουλάπι κοντὰ στὴν μπροστινὴ πόρτα, Μπόμπυ,» εἶπε ἡ Μαίρη. «Ἐκεῖ ἦταν τὴν τελευταία φορὰ ποὺ τὸ εἶδα.» Αὐτὸς πῆγε ἐκεῖ, ἀλλὰ γύρισε πίσω γρήγορα. «Μαμά, τὸ καλάμι ψαρέματος δὲν εἶναι ἐδῶ. Κάποιος μοῦ τὸ πῆρε.» Καὶ πῆγε στὸ γκαρὰζ νὰ ψάξη κι ἐκεῖ γιὰ τὸ χαμένο καλάμι του.

EXERCISE 305

COMPREHENSION

What month was it when the story begins?
Was it a cold day?

Who got up first?
What did she do?
Did she look at the morning newspaper?
What time was it?
What time did Jim have to leave home?
What had Mary, her daughter, promised to do?
What would Bobby, her son, probably like to do?
With whom would he go fishing?
Did she go downstairs to take the newspaper?
What were they all doing twenty minutes later?
What did they used to eat for breakfast?
What did Mrs Brown tell Bobby to eat?
Was Bobby in a hurry? Why?
Did Mrs Brown remind Mary about the Martins?
What time would she go there?
Would she be back for dinner or lunch?
Why was her mother glad?
What was Bobby looking for?
Where did Mary say that she saw it?
Was it there?
Where did Bobby go to look?

ΠΡΟΦΟΡΙΚΗ ΑΣΚΗΣΗ

Tell what is wrong in each of these sentences:
Πές τε, τί εἶναι λάθος σὲ καθεμιὰ ἀπὸ αὐτὲς τὶς προτάσεις.
(Διορθῶστε τις σύμφωνα μὲ ὅσα ὑπάρχουν στὸ κείμενο).

The story begins in the month of January.
It is raining when the story begins.
Mrs James Brown looked at the clock on the floor.
Her husband's name is John.
Mary is Mrs Brown sister.
Mrs Brown's son is named Frank.
Mrs Brown went downstairs in order to go fishing.
The family ate breakfast in the living room.
They had ice cream and cake for breakfast.
Bobby was going fishing with Henry Smith.

Mrs Martin had told Mary to come at ten.
Mary said that she would be home for lunch.
Mary was saving her money to buy a car.
Bobby was looking for his history book in order to study.
Bobby went into the bedroom to look for his fish pole.

ΠΑΡΑΤΗΡΗΣΕΙΣ

Τὸ ρῆμα **save** = ἐξοικονομῶ, σώζω, ἔχει δύο σημασίες.

Tom saved his brother's life = ὁ Τὸμ ἔσωσε τὴ ζωὴ τοῦ ἀδελφοῦ του.
'Εδῶ τὸ save ἔχει τὴν ἔννοια τοῦ σώζω.
David Smith saved his 18month old brother (saved his brother's life) = ὁ Ντέϊβιντ Σμὶθ ἔσωσε τὸν 18 μηνῶν ἀδελφό του (τοῦ ἔσωσε τὴ ζωή).

'Επίσης τὸ save ἔχει τὴν ἔννοια τοῦ ἐξοικονομῶ.
Buy now and save your money = ἀγοράστε τώρα καὶ ἐξοικονομήσατε τὰ χρήματά σας.
John is saving (up) his money to buy a bicycle = ὁ Τζὼν ἐξοικονομεῖ τὰ χρήματά του, γιὰ νὰ ἀγοράση ἕνα ποδήλατο.

Τὸ saving ἔχει τὴν σημασία «οἰκονομίες».
John has a box in which he keeps his savings = ὁ Τζὼν ἔχει ἕνα κουτί, μέσα στὸ ὁποῖο φυλάγει τὶς οἰκονομίες του.

'Υπάρχουν μέσα στὸ κείμενο πολλὰ ρήματα κι ἐκφράσεις, ποὺ θὰ προσπαθήσουμε νὰ τὰ ἀποδώσουμε στὰ ἀγγλικά. Κι ἔτσι θὰ μαθαίνετε δύο συγχρόνως ἐκφράσεις ἢ δύο ρήματα ποὺ θὰ εἶναι συνώνυμα. Ἔτσι τὸ ρῆμα get up = σηκώνομαι, ξυπνῶ, ἔχει συνώνυμό του τὸ wake. Τὸ wake εἶναι ἀνώμαλο κι οἱ χρόνοι του εἶναι wake, woke, woken. Ἔτσι μποροῦμε νὰ ποῦμε ὅτι get up = wake.

Τὸ ρῆμα promise = ὑπόσχομαι, ὁμαλό, ἔχει ὡς συνώνυμό του τὸ ρῆμα pledge ἢ assure. Καὶ τὰ δύο εἶναι ὁμαλά. Promise = pledge ἢ assure.

Τὸ ρῆμα yawn = χασμουριέμαι, ὁμαλό. Μποροῦμε νὰ δώσουμε τὴν ἐξήγησή του πάλι στὰ ἀγγλικά, νὰ ἀναλύσουμε δηλαδὴ τὸ ρῆμα. Ἔτσι yawn = to open the mouth wide = ἀνοίγω τὸ στόμα πλατιά.

Τὸ ρῆμα dress = ντύνομαι (μέσο ρῆμα) ἔχει ὡς σύνώνυμό του τὸ put on = φορῶ, ἢ τὸ ρῆμα to clothe = ντύνομαι.

Τὸ ρῆμα earn = κερδίζω, ἔχει συνώνυμό του τὸ win = κερδίζω, ἀνώμαλο, win, won, won, τὸ gain καὶ τὸ get.

Ἐπίσης μέσα στὸ κείμενο συναντήσαμε κι ὁρισμένες καινούργιες ἐκφράσεις. Αὐτὲς εἶναι idioms. Πολλὲς ἀπὸ αὐτὲς δὲν ἀκολουθοῦν τοὺς γραμματικοὺς κανόνες, ἀλλὰ εἶνα idioms. Ἔτσι ἔχουμε τὴν ἔκφραση: help yourself to the toast Mary . . . Θὰ τὴν ἐξηγήσουμε: σερβιρίσου (πάρε) τὴ φρυγανιά, Μαίρη. Ἐπίσης ἔχουμε τὴν ἔκφραση: take your time and eat slowly = μὴν βιάζεσαι, μὲ τὴν ἡσυχία σου καὶ τρῶγε σιγά. Ἐπίσης ἔχουμε τὴν ἔκφραση: take care of = φροντίζω, π.χ:

Mary will take care of the Martins' children = ἡ Μαίρη θὰ φροντίση τὰ παιδιὰ τῶν Μάρτιν.

Τὸ ρῆμα get on = ἀνεβαίνω, ἐπιβιβάζομαι, ἔχει συνώνυμα τὰ ρήματα enter καὶ board, π.χ:

I always get on the bus at 34th Street = ἐγὼ πάντοτε ἀνεβαίνω στὸ λεωφορεῖο στὴν 34η ὁδό.
William gets on the subway at the same station every morning = ὁ Γουΐλιαμ ἀνεβαίνει στὸν ὑπόγειο στὸν ἴδιο σταθμὸ κάθε πρωΐ.
He entered the house very quickly = αὐτὸς μπῆκε στὸ σπίτι πολὺ γρήγορα.
He boarded the ship in rain and darkness = αὐτὸς ἐπιβιβάσθηκε στὸ πλοῖο μὲ βροχὴ καὶ σκοτάδι.

Μποροῦμε ἐπίσης τώρα ν' ἀρχίσουμε definitions (ντεφινίchienς) = ὁρισμούς. Νὰ ἐξηγοῦμε πάλι ἀλλὰ στὰ ἀγγλικὰ μιὰ λέξη ἢ μιὰ ἔκφραση. Ἔτσι μποροῦμε νὰ ποῦμε ὅτι: a fish pole is used to fish or to catch fish in the river or sea. Ἡ λέξη breakfast is the first meal of the day. Lunch is the second meal of the day and dinner is the last meal of the day.
Guest (γκεστ) is the man or woman who comes and visit our house or a visitor.
Ἐπίσης ἡ λέξη whole = all, entire . . . (εντάϊρ) = ὅλος π.χ:

The whole family sat for dinner = ὁλόκληρη ἡ οἰκογένεια κάθησε γιὰ τὸ δεῖπνο.

They all were working at school = ὅλοι ἐργάζονταν στὸ σχολεῖο.

'Επίσης rain = water dropping from the clouds.
Τὸ ρῆμα drop = στάζω καὶ σταγόνα. Ἔχουμε τὴν ἔκφραση:
Good to the last drop.

This coffee is good to the last drop = αὐτὸς ὁ καφὲς εἶναι καλὸς ὥς τὴν τελευταία σταγόνα.
It rained today so we stayed in = ἔβρεξε δυνατὰ σήμερα, ὥστε μείναμε μέσα.
He does not like rain but it is good for the soil = σ'αὐτὸν δὲν ἀρέσει ἡ βροχή, ἀλλὰ εἶναι καλὴ γιὰ τὸ ἔδαφος.

EXERCISE 306

Answer the questions in complete English sentences:

What is the name of the woman in the story?
What time was it when she looked at the clock?
What time did her husband go to work?
What had Mary promised to do?
What did the Browns eat for breakfast?
What did Bobby drink?
Where did he want to go?
What time did Mrs Martin tell Mary to come?
Where did Mr and Mrs Martin go?
Why was Mary saving her money?

EXERCISE 307

Συμπληρῶστε τὰ κενά:

A fish pole is used to ...
In order to make coffee you have to ...
Breakfast is ...
It is a good idea to get up early because ...
For breakfast I usually eat ...
The names of the children in the Brown family are ....

I like to go fishing because . . .
For lunch I usually have . . .
I work because . . .
She goes to school because . . .

EXERCISE 308

Δῶστε συνώνυμα ἤ ὁρισμοὺς τῶν παρακάτω ἐκφράσεων:

to take care of
right where you left it
to promise
to earn money
to get up early in the morning
to yawn
to save money
lunch
all

EXERCISE 309

Γράψτε ἐρωτήσεις, στὶς ὁποῖες οἱ ἀκόλουθες προτάσεις εἶναι ἀπαντήσεις:

No, I have nothing to say.
The train has already left.
I have only two dictionaries.
You can leave it here.
No, you don't have time for the theater.
You have to change train twice.
The ticket costs a lot.
No, there is nobody at home now.
Sorry but I haven't much money to give you.
No, this bus does not go downtown.

EXERCISE 310

Γράψτε τὰ ἀντίθετα τῶν παρακάτω λέξεων. Καὶ οἱ δυὸ ἀντίθετες λέξεις ὑπάρχουν παρακάτω. Γράψτε τις κανονικά:

begin	dry	dark	new	up
buy	early	high	night	warm
cheap	easy	hot	old	well
cold	end	ill	old	wet
cool	expensive	in	out	work
dark	find	last	play	young
day	finish	late	remember	small
light	first	light	sell	on
difficult	forget	lose	start	
down	heavy	low	under	

EXERCISE 311

Γράψτε καθεμιὰ ἀπὸ τὶς προτάσεις σύμφωνα μὲ τὸ παράδειγμα:

If you try you will do it.
If you should try you would do it.
If you tried you would do it.
If you had tried you would have done it.

If it does not rain, we shall go.
If he has time, he will come.
If you take a taxi, you'll be on time.
If he has enough money, he will go to Europe.
If they come, they will be here at noon.
If it is cold, I'll stay here.
If he has time he will write a letter.
If she is late, we will leave.
If we are hungry, we shall eat.
If Mary is rich, she will visit the capital.

EXERCISE 312

'Απαντῆστε στὶς ἐρωτήσεις σύμφωνα μὲ τὰ παραδείγματα:

If you decide to go, will you let me know?
If I decide to go, I will let you know ἢ

I will let you know if I decide to go.

If you decide to see her, will you call her?
If you have time, will you buy the tickets?
If there are any tickets left, shall I get one for you?
If you go by the post office, will you mail this letter?
If it doesn't rain, are you going to walk?
If you have enough money, will you go for a trip?
If we leave now, can we be back for dinner?
If I take the noon train, will I be there at eight?
If I am a little late, can you wait for me?
If I see her, shall I ask her to go with us?

EXERCISE 313

Γράψτε τὶς προτάσεις σύμφωνα μὲ τὸ παράδειγμα:

If I . . . (have) time, I . . . (write) to her.

If I have time I will write to her.
If I should have time, I would write to her.
If I had time I would write to her.
If I had had time, I should have written to her.

If I . . . (be) sick, I . . . (call) the doctor.
If it . . . (be) very cold in Chicago, you . . . (need) a heavier coat.
If they . . . (go) to New Orleans, they . . . (visit) the French Quarter.
If he . . . (like) Denver, he . . . (stay) there a while.
If I . . . (mail) the letter today, it . . . (be) there after two days.
If I . . . (go) tomorrow, I . . . (tell) you.
If the plane . . . (leave) at two, it . . . (be) there at night.
If Mary . . . (be) rich, she . . . (visit) the country.
If he . . . (have) it ready, he . . . (send) it.
If I . . . (be) late, I . . . (call) you.

VOCABULARY

postal system	(πόσταλ σίστεμ)	=	ταχυδρομικὸ σύστημα
dates	(ντέϊτς)	=	χρονολογεῖται
improve	(ιμπρούβ)	=	καλυτερεύω
efficiency	(εφίσιενσι)	=	δραστηριότητα
billion	(μπίλλιον)	=	δισεκατομμύριο
handle	(hαεντλ)	=	δίνω
financial	(φαϊνάνσιαλ)	=	οἰκονομικὸς-ἡ-ὸ
receipt	(ρισὶπτ)	=	παραλαβὴ
enormous	(ενόρμους)	=	τεράστιος-α-ο
operate	(όπερέϊτ)	=	χειρίζομαι
deficit	(ντέφισιτ)	=	ἔλλειμμα
appropriation	(απροπριέchιεν)	=	δάνειο, πίστωση
loss	(λος)	=	χάσιμο
employee	(εμπλογὶ)	=	ὑπάλληλος
carrier	(κέριερ)	=	διανομέας, ταχυδρόμος
deliver	(ντιλίβερ)	=	μοιράζω (distribute)
faithful	(φέϊθφουλ)	=	πιστὸς-ἡ-ὸ
occupation	(οκιουπέchιεν)	=	ἐνασχόληση
available	(ἀβέϊλαμπλ)	=	πολύτιμος-η-ο
committee	(κομίτι)	=	ἐπιτροπὴ
improvement	(ιμπρούβμεντ)	=	καλυτέρευση
marriage	(μαέριντj)	=	γάμος
cause	(κόουζ)	=	προκαλῶ
employer	(εμπλόϊερ)	=	ἐργοδότης
camp	(καμπ)	=	στρατόπεδο
occasionally	(οκαέζιοναλι)	=	τυχαῖα
wounded	(γούντιτ)	=	πληγωμένος
prison	(πρίζεν)	=	φυλακὴ

TEXT

The United States Postal System

The United States has one of the best postal systems in the world. History tells us that the beginning of mail service in the United States dates back to the year 1639. Since then the service has been developed

and improved until today it is second none in efficiency. More than twenty billion postage stamps are sold in the United States in one year. There are more than forty thousand post offices in the country. The postal service handles more than four million pieces mail every hour. The financial receipts of the postal system are enormous but the system gives such excellent service that it operates at a deficit and Congress has to make appropriations to cover the loss. The system has more than three hundred thousand employees most of whom work either within the post office building or mail carriers. The mailman whose job is to deliver the letters, postcards and packages to your house is one of the most faithful men in any occupation and there is a strict rule that he must always be pleasant and courteous. Mail delivery is free in the United States. Special delivery service is available to those who want a letter or package delivered immediately upon arrival at the town or city to which it is addressed.

TRANSLATION

Τὸ ταχυδρομικὸ σύστημα τῶν Ἡνωμένων Πολιτειῶν.

Οἱ Ἡνωμένες Πολιτεῖες ἔχουν ἕνα ἀπὸ τὰ καλύτερα ταχυδρομικὰ συστήματα τοῦ κόσμου. Ἡ ἱστορία μᾶς λέει, ὅτι ἡ ἀρχὴ τῆς ταχυδρομικῆς ὑπηρεσίας στὶς Ἡνωμένες Πολιτεῖες χρονολογεῖται πίσω στὸ ἔτος 1639. Ἀπὸ τότε ἡ ὑπηρεσία ἔχει ἀναπτυχθῆ καὶ καλυτερεύσει ἕως σήμερα, ποὺ εἶναι ἡ πρώτη ἀπὸ ὅλες (δεύτερη ἀπὸ καμιὰ ἄλλη) σὲ ἀποδοτικότητα. Περισσότερα ἀπὸ εἴκοσι δισεκατομμύρια γραμματόσημα πουλιοῦνται στὶς Ἡνωμένες Πολιτεῖες σὲ ἕνα χρόνο. Ὑπάρχουν περισσότερα ἀπὸ σαράντα χιλιάδες ταχυδρομικὰ γραφεῖα στὴν χώρα. Ἡ ταχυδρομικὴ ὑπηρεσία παραδίδει περισσότερα ἀπὸ τέσσερα ἑκατομμύρια κομάτια ταχυδρομείου κάθε ὥρα. Οἱ οἰκονομικὲς παραλαβὲς (εἰσπράξεις) τοῦ ταχυδρομικοῦ συστήματος εἶναι τεράστιες, ἀλλὰ τὸ σύστημα δίνει τέτοια ἐξαίρετη ὑπηρεσία, ὥστε λειτουργεῖ μὲ ἔλλειμμα καὶ τὸ Κογκρέσσο πρέπει νὰ δίνη πιστώσεις, γιὰ νὰ καλύπτη τὸ ἔλλειμμα. Τὸ σύστημα ἔχει περισσότερους ἀπὸ τριακόσιες χιλιάδες ὑπαλλήλους, οἱ περισσότεροι τῶν ὁποίων ἐργάζονται εἴτε μέσα στὰ γραφεῖα τοῦ ταχυδρομείου εἴτε σὰν διανομεῖς. Ὁ ταχυδρόμος, τοῦ ὁποίου ἡ δουλιὰ εἶναι νὰ μοιράζη τὰ γράμματα, τὶς κάρτες καὶ τὰ δέματα στὸ σπίτι σας, εἶναι ἕνας ἀπὸ τοὺς πιὸ πιστοὺς ἄντρες σὲ κάθε ἐπάγγελμα καὶ ὑπάρχει αὐστηρὸς κανόνας, ὅτι πρέπει πάντοτε νὰ

εἶναι εὐγενὴς κι εὐχάριστος. Ἡ διανομὴ τοῦ ταχυδρομείου εἶναι δωρεὰν στὶς Ἡνωμένες Πολιτεῖες. Ἡ εἰδικὴ ὑπηρεσία διανομῆς εἶναι πολύτιμη σὲ ἐκείνους, ποὺ θέλουν ἕνα γράμμα ἢ ἕνα πακέτο νὰ παραδοθῆ ἀμέσως, μόλις φθάση στὴν κωμόπολη ἢ πόλη, στὴν ὁποία ἀπευθύνεται.

CONVERSATION

Answer the questions

Does the United States have a good postal system?
In what year did the service begin?
About how many stamps are sold in a year?
How many pieces of mail are handled every hour?
How many post offices are there in the United States?
Does the postal system receive much money for its service?
What does Congress do to make up the deficit?
How many people work for the United States postal system?
Does it have anything extra to have the mail delivered at home?
Do you have a good postal system in your country?

ΠΑΡΑΤΗΡΗΣΕΙΣ

Τὸ ρῆμα **improve** = καλυτερεύω, παράγει καὶ οὐσιαστικό:
improvement = ἡ καλυτέρευση.

Σὰν οὐσιαστικὸ ἀνήκει στὰ ἀφηρημένα οὐσιαστικά. Μποροῦμε ὅμως νὰ τὸ συναντήσουμε καὶ σὰν συγκεκριμένο μὲ κάπως διαφορετικὴ σημασία, π.χ.:

I do not see much improvement in your work = δὲν βλέπω μεγάλη καλυτέρευση (πρόοδο) στὴν δουλιά σου.

There has been very little improvement in the weather = ἔχει γίνει πολὺ λίγη καλυτέρευση στὸν καιρό.

This committee has worked for the improvement of working conditions = αὐτὴ ἡ ἐπιτροπὴ ἐργάσθηκε γιὰ τὴν καλυτέρευση τῶν ὅρων ἐργασίας.

Ἡ λέξη improvement σὲ ὅλες αὐτὲς τὶς προτάσεις ἦταν ἀφηρημένο οὐσιαστικό.

I have noticed numerous improvements in the methods of manufacturing used here = ἔχω παρατηρήσει πολυάριθμες καλυτερεύσεις στὶς μεθόδους βιομηχανίας, ποὺ χρησιμοποιοῦνται ἐδῶ.
Your written work this week is an improvement on last week's work = ἡ γραπτὴ ἐργασία σου αὐτῆς τῆς ἑβδομάδας εἶναι μιὰ καλυτέρευση (πρόοδος) τῆς ἐργασίας τῆς περασμένης ἑβδομάδας.

Σ' αὐτὲς τὶς προτάσεις ἡ λέξη improvement παύει νὰ εἶναι ἀφηρημένο οὐσιαστικὸ καὶ γίνεται συγκεκριμένο.

Τὸ ρῆμα **make** τὸ συναντοῦμε μὲ διαφορετικὰ ἀντικείμενα σὲ μιὰ πρόταση. Μπορεῖ νὰ εἶναι make + somebody or something + adjective = make + κάποιος ἢ κάτι + ἐπίθετο ἢ make + somebody or something + infinitive (without to) = make + κάποιος ἢ κάτι + Ἀπαρέμφατο (χωρὶς ὅμως τὸ to), π.χ.:

The news made everybody happy = τὰ νέα ἔκαναν ὅλους εὐτυχισμένους.
Why don't you make yourself useful? = γιατί δὲν κάνεις τὸν ἑαυτό σου χρήσιμο;

Σ' αὐτὲς τὶς προτάσεις εἴχαμε τὴν σειρά: make + somebody or something + adjective.

They made us work hard = μᾶς ἔκαναν (ἀνάγκασαν) νὰ δουλέψουμε σκληρά.
What made you laugh? = τί σ' ἔκανε νὰ γελάσης;
Can you make this old car start? = μπορεῖς νὰ κάνης αὐτὸ τὸ παλιὸ αὐτοκίνητο νὰ ξεκινήση;
I can't make this fire burn well = δὲν μπορῶ νὰ κάνω αὐτὴν τὴν φωτιὰ νὰ κάψη καλά.

Σ' αὐτὲς τὶς προτάσεις εἴχαμε τὴν σειρά: make + somebody or something + infinitive (without to).

Ἐπίσης μποροῦμε νὰ συναντήσουμε κι ἄλλα οὐσιαστικά, ποὺ νὰ ἔχουν διπλὴ ἰδιότητα, νὰ εἶναι συγκεκριμένα καὶ ἀφηρημένα. Ἡ λέξη **discussion** = συζήτηση, συναντᾶται καὶ μὲ τὶς δύο ἔννοιες, π.χ.:

Their marriage caused much discussion = ὁ γάμος τους προκάλεσε μεγάλες συζητήσεις.

The question is still under discussion (being discussed) = ἡ ἐρώτηση εἶναι ὑπὸ συζήτηση (συζητήσιμος).

Σ' αὐτὲς τὶς προτάσεις ἡ λέξη discussion εἶναι ἀφηρημένο οὐσιαστικό.

The employers and the company have had several discussions on the question of a 40 hour week = ὁ ἐργοδότης κι ἡ ἑταιρία εἶχαν πολλὲς συζητήσεις γιὰ μιὰ 40 ὡρῶν ἑβδομάδα (ἐργασίας).

'Εδῶ τὸ discussion, εἶναι συγκεκριμένο οὐσιαστικό.

'Η λέξη **information** = πληροφορία, εἶναι πάντοτε ἀφηρημένο οὐσιαστικό, π.χ.:

Please, send me some information about summer camps = παρακαλῶ, στεῖλτε μου μερικὲς πληροφορίες γιὰ τὶς καλοκαιρινὲς κατασκηνώσεις.
We have not much information yet about what is happening = δὲν ἔχουμε ἀρκετὲς πληροφορίες ἀκόμη γιὰ τὸ τί συνέβη.
That's a useful piece of information = αὐτὸ εἶναι ἕνα χρήσιμο κομάτι (νέο) πληροφορίας· ἢ That's a piece of useful information.

'Η ἔκφραση **to get to a place** = φθάνω σ' ἕναν τόπο, ἔχει συνώνυμο τὸ arrive at, π.χ.:

I missed the bus and dind't get to the office until ten o'clock = ἔχασα τὸ λεωφορεῖο καὶ δὲν ἔφθασα στὸ γραφεῖο παρὰ στὶς 10 ἡ ὥρα.
This train gets to Chicago at eleven o'clock = αὐτὸ τὸ τραῖνο φθάνει στὸ Σικάγο στὶς ἕνδεκα ἡ ὥρα.
What time did you get home from the movie last night? = τί ὥρα ἐπέστρεψες ἀπὸ τὸν κινηματογράφο χθὲς τὸ βράδυ;

'Η ἔκφραση **at times** = κατὰ καιρούς, ἔχει συνώνυμη τὸ sometimes, occasionally, π.χ.:

At times he does much better work = κατὰ καιροὺς κάνει καλύτερη δουλιά.
At times she feels a little better but then she becomes very weak again = κατὰ καιροὺς αἰσθάνεται λίγο καλύτερα, ἀλλὰ κατόπιν γίνεται πολὺ ἀδύνατη πάλι.

EXERCISE 314

Διορθῶστε τὶς προτάσεις:

Mail service dates back in 1584.
It is the third in the world.
A million stamps are sold in the U. S. A.
The service handles two million pieces of mail every hour.
It is not one of the best postal systems.
The system has one hundred employees.
The mailman sits at his office.
He is not a faithful man.
Mail delivery is not free in the U. S. A.
There is not a special delivery service.

EXERCISE 315

Συμπληρῶστε τὶς προτάσεις:

A post office is . . . .
A mailman is . . . .
A mailbox is the place where . . .
People write letters because . . . .
A library is . . . .
When we take history we learn . . . .
In a library you can find . . . .
A stamp is something we . . .
A mailman must be . . . .
A homely woman is one who is . . . .
A pretty woman is one who is . . . .
A lazy man is one who . . . .

EXERCISE 316

'Απαντῆστε στὶς ἐρωτήσεις:

How often do you get letters?

Do you think you would like to be a mailman?
Where is the best place to put money if you want to save it?
Do you think it is easy to get a job and work your way through college?
Have you ever eaten in a cafeteria?
If you want to send a letter, how would you send it?
Do you have a good postal service in your country?
Do you have the letter brought home?
Do you like to write letters?
Do you pay much to send a letter to another far country?

EXERCISE 317

Γράψτε τις προτάσεις στην παθητική φωνή:

John gave Mary a new book.
People will show her the buildings.
Someone has talked with her.
They promised us a new house.
Somebody left the light on all night.
They will take her to the hospital.
They ordered me to go away.
They left the wounded behind.
Somebody must help those poor people.
They refused my offer.
We ate all the biscuits.
Somebody has stolen my ring.
A friend lent me this book.
The fire destroyed the house.
His friend gave him a cake for his birthday.
He finished his work by eight o'clock.
The police ought to put you in prison.
You must iron this dress tonight.
We will have to examine you again.
Somebody will meet him at the station.

EXERCISE 318

Γράψτε τὸ ρῆμα, ποὺ βρίσκεται μέσα σὲ παρένθεση, στὸ σωστὸ χρόνο:

We shall go as soon as you (be) ready.
He will tell you when you (get) home.
Don't get off the bus until it (stop).
You had better wait until the police (come).
I called on you last night but you (be not) there.
I have been here since 1954 and I (stay) here.
I shall expect to be ready as soon as I (come) in.
I hope you (not forget) all there.
He thanked me for what I (do).
After you (leave) I went to sleep.
The little girl (ask) what (happen) to her ice-cream.
He asked me why we (come) so early.
We asked him what countries he (visit).
The sun had set before I (be) ready to go.
The river became deeper after it (rain) hard.
In England he (remember) all he (forget).
Why didn't you go to the doctor after I (tell) you to?
He (take) the money after I (ask) him not to.
They told him they (not meet) him before.
He (find out) his book last night.

LETTER WRITING

PRESENTS

Sending presents

Cards to go with presents:

To John with best wishes for a Happy Birthday, from Mary — To John, with best wishes for a Merry Christmas and a Happy New Year, from Mary.

Announcements that a present is coming:

I am sending you a little present by parcel post and hope you will get it all right — I have sent you a present by registered post. I hope you receive it all right.

Enclosing money:

I enclose a cheque for 20 dollars as my wedding present to you — I enclose a postal order for one dollar. Buy yourself something you want with it.

Thanking for presents:

Thank you very much for the lovely fountain pen — Very many thanks for the cheque — It was very sweet of you to send me such beautiful flowers. Thank you!

BORROWING AND LENDING

Asking to borrow something:

I wonder if you would be kind enough to lend me your portable typewriter for a few days? I have to write some important business letters and must make four copies of each. I would be very careful of it, of course - I hope you won't mind my asking you if I might borrow your camping equipment for a week starting on June 12th. If it is at all inconvenient to you, please do not hesitate to say so. I would be extremely grateful if you could spare it.

Agreeing to lend something:

You are welcome to borrow my typewriter. Would you please arrange to pick it up at my house between 9 and 11 a. m. some morning?

Refusing to lend something:

I am sorry that the camping equipment will be in use during the week beginning June 12th - I am using the typewriter continuously for my work, so I am afraid that I could not spare it, unfortunately.

Thanks for a loan:

Very many thanks for agreeing to lend me your typewriter. I shall collect it at about 10 a. m. on Monday next, and hope to return it to you at about the same time on Wednesday - Thank you very much for the loan of the dress patterns, which have arrived safely. I shall be very careful with them and return them as soon as I can.

Returning a loan:

I am returning your dress patterns to you under separate cover. Very many thanks, once more, for lending them to me. They have been most useful - I am returning your typewriter to you herewith, by the hand of my sister, with many thanks for lending it to me.

APOLOGIZING

Apologizing for not doing something:

I am writing to apologize for not having kept my appointment with you this afternoon. To be quite frank, I completely forgot about it until it was too late, I am sorry to say. I am very ashamed of myself, and hope you will forgive me - I am so sorry I have been unable to get you the address of Mamie Williams yet. I have tried very hard but have had no success. I shall go on trying - I am terribly sorry I failed to meet you at the park gate yesterday evening. My bus had an accident, and by the time I caught another and got to the park, you must have given up hope and left. Do please forgive me.

Accepting apologies:

Thank you for your letter explaining why you did not meet me yesterday afternoon. Please don't worry about it—we all forget some times - I am sorry I have given you so much trouble over finding Mamie's address. I am very grateful to you for all you have done. Please do not worry about this matter any further.

LETTERS TO PEN-FRIENDS

First letter:

Dear Frederik, You do not know who I am, so let me first introduce

myself. I was very keen to get a penfriend in Britain, so I applied to a bureau here which puts people in France in touch with pen-friends in various countries. They very kindly gave me your address, so here I am, writing to you.

My name is Jean-François Dupin and I am a boy («Jean» is the same as «John» in your country). I am 15 years old and am in Class 2 of the grammar school in Bapaume in the North of France. I am 5′ 3″ tall and weigh 8 stone 11 lb. I enclose a photograph of myself with my father and mother. My father is a lawyer. I have no brothers or sisters, but have a lot of friends. I collect stamps and would be very glad if you would send me some British ones. I shall send you some French ones in exchange, if you are interested.

I hope that you will write to me soon and tell me all about yourself.

Yours sincerely,
Jean

Answering a first letter:

Dear Jack, I was very pleased indeed to receive your letter and your photograph. I too had applied to a bureau for a pen-friend abroad, but had heard nothing until I received your very welcome letter. Now that we are in touch, we must write to each other often.

Thank you very much for telling me about youself. Here is some information about me: (The rest of the letter can be similar to paragraph 2 of the preceding letter).

VOCABULARY

fingertip	(φίγκερτιπ)	=	ἀκροδάχτυλο
sill	(σιλ)	=	κατώφλι, περβάζι
reproach	(ριπρόουτch)	=	κατηγορῶ, μέμφομαι
alternative	(αλτερνέϊτιβ)	=	ἀλλοιώτικα
outskirt	(αουτσκέρτ)	=	ἄκρη
secure	(σεκιούρ)	=	ἀσφαλὴς-ὴς-ὲς
marvel	(μάρβελ)	=	θαυμάζω
commit	(κομὶτ)	=	διαπράττω
burglary	(μπάργκλαρι)	=	ληστεία

respectable	(ρισπέκταμπλ)	=	ἀξιοσέβαστος-η-ο
grasp	(γκρασπ)	=	ἁρπάζω
steady	(στέντι)	=	σταθερὸς-ὴ-ὸ
rock	(ροκ)	=	βράχος
intent	(ιντὲντ)	=	σκοπεύω
murder	(μάρντερ)	=	ἔγκλημα, φόνος
circumstances	(σίρκουμστένσιζ)	=	περιστάσεις
render	(ρέντερ)	=	καθιστῶ
inevitable	(ινεβίταμπλ)	=	ἀναπόφευκτος-η-ο
aquaintance	(εκουέϊντανς)	=	γνωριμία
recognise	(ρέκογκνάϊζ)	=	ἀναγνωρίζω
blackmail	(μπλάκμέϊλ)	=	ἐκβιασμὸς
demand	(ντιμὰντ)	=	ἀπαίτηση
drain	(ντρέϊν)	=	χάσιμο
supplement	(σαπλιμὲντ)	=	προμηθεύω, συμπληρώνω
resource	(ρισὸρς)	=	πόρος
gamble	(γκαμπλ)	=	χαρτοπαίζω
plunge	(πλαντj)	=	ἐνσφηνώνω, βουτῶ
mire	(μάϊρ)	=	βοῦρκος
solicitor	(σολίσιτορ)	=	δικηγόρος
ornament	(όρναμεντ)	=	στολίδι
purchase	(πούρτchέϊζ)	=	ἀγοράζω
brooch	(μπρουτch)	=	πόρπη
drain	(ντρέϊν)	=	ξερὸς-ὴ-ὸ
precaution	(πρεκόουchiev)	=	προφύλαξη
stuf	(σταφ)	=	παραγεμίζω
fortune	(φόρτchιουν)	=	περιουσία
gasp	(γκασπ)	=	στεναγμὸς
utter	(άτερ)	=	προσφέρω
curious	(κιούριες)	=	παράξενος-η-ο
workmanship	(γουόρκμενchιπ)	=	ἐργασία
lunge	(λαντj)	=	ἐπιτίθεμαι
drag	(ντραγκ)	=	σέρνω
remorse	(ριμὸρς)	=	τύψη
recall	(ρικὸλ)	=	θυμοῦμαι, ἀνακαλῶ
actually	(άκτchιουαλι)	=	πραγματικὰ

TEXT

The Glove

By R. U. Joyce

James Dunne hung by his fingertips from the window-sill and after a moment dropped noiselessly to the ground. He looked about him hurriedly. The house was on the outskirts of the town, well back from the road from which the grounds were separated by a high stone wall. It was almost two o'clock and the night was dark. On the whole he was perfectly secure. As he ran silently across the lawn he could not help marvelling at his own nerve. He had committed burglaries in those far-off days before he had blossomed forth as a respectable jeweller in the little town of Brampton, but those days were far distant. Behind him lay ten years of law-abiding respectability. The hand that reached up to grasp the top of the wall was as steady as a rock. He could even think calmly of the still thing which had once been Richard Strong and which now lay in the room which he had just left. He had not intended to commit murder, but circumstances had rendered it inevitable. He felt that he had been plaything of circumstances. His troubles had begun when an old prison acquaintance had recognised him again. Blackmail followed. Dunne's business was prosperous, but the blackmailer's ever-increasing demands were a drain greater than he could bear.

He tried to supplement his resources by gambling only to plunge more deeply into the mire, until finally ruin stared him in the face.

At his wit's end he turned to his old trade. Richard Strong was a retired solicitor, with a reputation as a collector of antiques, and he was believed to possess ancient gold ornaments of fabulous value. Dunne at that time was purchasing gold, old rings, brooches and so on and melting them down; therefore the proceeds of a burglary at Strong's house could be profitably. It was an easy matter to break into the house. He knew the room in which the collection was kept, and all that had to be done was to climb a drain-pipe for a few feet to reach a window. In Brampton it was not thought necessary to take precautions against burglars. When Dunne had stuffed his pockets with the gold ornaments, of which there were many in the room, he held a small fortune.

He was preparing to go when he heard a gasp behind him;

He turned round to find that the door of the room had opened and that Strong himself was standing in front of him: «Dunne!» It was the only word Strong uttered. Dunne had been glancing at an oriental knife of curious workmanship. He still held it in his hand, and almost without thinking, lunged at Strong; all was over-Dunne dragged the body into the room, closed the door, switched off the light, drew back the curtains, and left as he had come through the window.

He felt no remorse. «I could do nothing else», he told himself. «He recognised me and it was that or prison». He recalled the look of surprise on Strong's face and actually smiled. He really did not think that he had anything with which to reproach himself. Strong's death was necessary for his own safety, and there was no alternative to what he had done. «In any case, he was an old man with only a few years to live».

(The story continues)

TRANSLATION

ΤΟ ΓΑΝΤΙ

ὑπὸ R. U. Joyce.

Ὁ Τζέϊμς Ντιοὺν κρεμάστηκε ἀπὸ τὶς ἄκρες τῶν δακτύλων του ἀπὸ τὸ περβάζι τοῦ παραθύρου κι ὕστερα ἀπὸ ἕνα λεπτὸ ἔπεσε ἀθόρυβα ἐπάνω στὸ ἔδαφος. Κύτταξε γύρω του βιαστικά. Τὸ σπίτι ἦταν στὴν ἄκρη τῆς πόλης, πολὺ πίσω ἀπὸ τὸ δρόμο, ἀπὸ ὅπου (τὰ ἐδάφη) ἡ γῆ ἦταν χωρισμένη ἀπὸ έναν ψηλὸ πέτρινο τοῖχο. Ἦταν σχεδὸν δύο ἡ ὥρα κι ἡ νύχτα ἦταν σκοτεινή. Ἀπεναντίας αὐτὸς ἦταν ὁλότελα ἀσφαλής. Καθὼς ἔτρεχε σιωπηλὰ κατὰ μῆκος τῆς πρασιᾶς, δὲν μποροῦσε νὰ μὴ θαυμάση τὰ νεῦρα του. Εἶχε διαπράξει κλοπὲς σ' ἐκεῖνες τὶς (μακρινὲς) περασμένες ἡμέρες, πρὶν νὰ ἐξελιχθῆ ἀπὸ τότε σ' ἕναν ἔντιμο κοσμηματοπώλη στὴ μικρὴ πόλη τοῦ Μπράμπτον. Ἀλλὰ ἐκεῖνες οἱ ἡμέρες ἦταν μακριά. Πίσω του ὑπῆρχαν δέκα χρόνια ἔντιμης διαμονῆς σύμφωνα μὲ τὸ νόμο. Τὸ χέρι του ποὺ ἅπλωσε, γιὰ νὰ φθάση τὴν κορυφὴ τοῦ τοίχου, ἦταν τόσο σταθερό, ὅσο ἕνας βράχος. Ἀκόμη μποροῦσε νὰ σκεφθῆ ἤρεμα τὸ ἀκίνητο πρᾶγμα, ποὺ κάποτε ἦταν ὁ Ρίτσαρντ Στρὸνγκ καὶ ποὺ τώρα κείτονταν στὸ δωμάτιο, ποὺ μόλις εἶχε ἀφήσει. Δὲν εἶχε σκοπὸ νὰ διαπράξη φόνο, ἀλλὰ περιστάσεις τὸ εἶχαν κάνει ἀναπόφευκτο. Ἔνιωσε, ὅτι ὑπῆρξε τὸ παιχνίδι τῶν περιστάσεων. Οἱ ἔγνοιες του εἶχαν ἀρχίσει, ὅταν ἔ-

νας παλιὸς γνώριμος τῶν φυλακῶν τὸν εἶχε ἀναγνωρίσει πάλι. Ὁ ἐκβιασμὸς ἀκολούθησε. Οἱ δουλιὲς τοῦ Ντιοὺν ἦταν καλές, ἀλλὰ οἱ συνεχῶς μεγαλύτερες ἀπαιτήσεις τοῦ ἐκβιαστῆ ἦταν ἕνα συνεχὲς χάσιμο μεγαλύτερο ἀπὸ ὅ,τι μποροῦσε νὰ ὑποφέρῃ.

Προσπάθησε νὰ ἐνισχύσῃ τοὺς πόρους του μὲ τὸ χαρτοπαίγνιο, μόνο γιὰ νὰ βουτήξῃ περισσότερο βαθιὰ μέσα στὸ βοῦρκο, ἕως ὅτου τελικὰ ἡ καταστροφὴ τὸν (κύτταξε) χτύπησε κατὰ πρόσωπο.

Στὴν ἀπόγνωσή του στράφηκε στὸ παλιό του ἐμπόριο. Ὁ Ρίτσαρντ Στρόνγκ ἦταν ἕνας συνταξιοῦχος δικηγόρος μὲ μιὰ φήμη συλλέκτη ἀπὸ ἀντίκες καὶ πιστεύονταν, ὅτι κατεῖχε παλιὰ χρυσὰ στολίδια μυθώδους ἀξίας. Ὁ Ντιοὺν ἐκεῖνο τὸν καιρὸ ἀγόραζε χρυσό, παλιὰ δαχτυλίδια, πόρπες καὶ ἄλλα καὶ τὰ ἔλυωνε. Ἑπομένως ἡ πραγματοποίηση μιᾶς ληστείας στὸ σπίτι τοῦ Στρόνγκ θὰ ἦταν ἀποδοτική. Ἦταν εὔκολο πρᾶμα νὰ μπῇ μέσα στὸ σπίτι. Ἤξερε τὸ δωμάτιο, ὅπου φυλάγονταν ἡ συλλογή, καὶ τὸ μόνο, ποὺ ἔπρεπε νὰ γίνῃ, ἦταν νὰ σκαρφαλώσῃ ἕναν ξεραμένο σωλῆνα γιὰ λίγα πόδια, γιὰ νὰ φθάσῃ σ' ἕνα παράθυρο. Στὸ Μπράμπτον δὲν τὸ θεωροῦσαν ἀναγκαῖο νὰ παίρνουν προφυλάξεις γιὰ τοὺς κλέφτες. Ὅταν ὁ Ντιοὺν εἶχε παραγεμίσει τὶς τσέπες του μὲ τὰ χρυσὰ στολίδια, ἀπὸ τὰ ὁποῖα ὑπῆρχαν πολλά μέσα στὸ δωμάτιο, κρατοῦσε μιὰ μικρὴ περιουσία.

Ἑτοιμάζονταν νὰ φύγῃ, ὅταν ἄκουσε μιὰ ἀναπνοὴ πίσω του.

Γύρισε γιὰ νὰ βρῇ, (νὰ διαπιστώσῃ) ὅτι ἡ πόρτα εἶχε ἀνοίξει κι ὅτι ὁ Στρόνγκ ὁ ἴδιος στέκοταν μπροστά του. «Ντιοὺν!», ἦταν ἡ μόνη λέξη ποὺ πρόφερε ὁ Στρόγκ. Ὁ Ντιοὺν κύτταξε ἕνα ἀνατολίτικο μαχαίρι μὲ περίεργη τέχνη. Ἐξακολουθοῦσε νὰ τὸ ἔχῃ στὰ χέρια του καὶ σχεδὸν χωρὶς νὰ τὸ σκεφθῇ ὅρμησε στὸν Στρόνγκ. Τὰ πάντα τελείωσαν. Ὁ Ντιοὺν ἔσυρε τὸ πτῶμα μέσα στὸ δωμάτιο, ἔκλεισε τὴν πόρτα, ἔσβησε τὸ φῶς, ἔσυρε πίσω τὶς κουρτίνες κι ἔφυγε, ὅπως ἦλθε ἀπὸ τὸ παράθυρο.

Δὲν ἔνιωσε καθόλου τύψεις. «Δὲν μποροῦσα νὰ κάνω τίποτε ἄλλο», εἶπε στὸν ἑαυτό του. «Μὲ ἀναγνώρισε καὶ ἦταν ἢ αὐτὸ ἢ ἡ φυλακή». Θυμήθηκε (ἀνακάλεσε) τὸ βλέμμα ἐκπλήξεως στὸ πρόσωπο τοῦ Στρόνγκ καὶ πραγματικὰ χαμογέλασε. Πράγματι δὲν πίστευε, ὅτι εἶχε σὲ τίποτε νὰ μεμφθῇ τὸν ἑαυτό του. Ὁ θάνατος τοῦ Στρόνγκ ἦταν ἀναγκαῖος γιὰ τὴ δική του ἀσφάλεια καὶ δὲν μποροῦσε νὰ κάνῃ ἀλλοιῶς.«Ὁπωσδήποτε ἦταν ἕνας γέρος μὲ λίγα χρόνια ζωῆς».

(Ἡ ἱστορία συνεχίζεται)

ΠΑΡΑΤΗΡΗΣΕΙΣ

The word **noiselessly** = without noise, sound, π.χ.:

He went and came back noiselessly, nobody understood him = πῆγε καὶ γύρισε πίσω ἀθόρυβα, κανένας δὲν τὸν κατάλαβε.

'Η λέξη **hurriedly** = ἐπίρρημα, προέρχεται ἀπὸ τὸ ρῆμα to be in a hurry = βιάζομαι. **Hurried** = somebody who is in a hurry καὶ **hurriedly** = βιαστικά, τὸ ἐπίρρημα.

The word outskirts = the outer edge = ἡ ἄκρη. **The outer edge of a town** = τὸ τελευταῖο σημεῖο, ἄκρη μιᾶς πόλης, π.χ.:

His house is on the outskirts of the village and he has to walk to go to school = τὸ σπίτι του εἶναι στὴν ἄκρη τοῦ χωριοῦ καὶ πρέπει νὰ περπατᾶ γιὰ νὰ πάη στὸ σχολεῖο.

'Η λέξη **ground** ἔχει συνώνυμα τὶς λέξεις **earth** = γῆ, **soil** = ἔδαφος.

'Η ἔκφραση:
I could not help = δὲν μποροῦσα νὰ κάνω ἀλλοιῶς παρὰ νά, π.χ.:

He could not help from laughing although he ought not = δὲν μπόρεσε νὰ μὴν γελάση, ἂν καὶ δὲν ἔπρεπε.

I could not help of thinking him although he was dead = δὲν μποροῦσα νὰ μὴν τὸν σκέπτωμαι, ἂν καὶ ἦταν πεθαμένος.

'Η ἔκφραση **commit** = διαπράττω, π.χ.:

He commited a crime = διέπραξε ἕνα ἔγκλημα.
He commited murder = διέπραξε δολοφονία
καὶ στὸ κείμενο:
commit burglar = διαπράττω ληστεία.

Τὸ ρῆμα **blossom** = ἀνθίζω.

'Εδῶ στὸ κείμενο ἔχει μεταφορικὴ σημασία, εὐημερῶ, πλουτίζω, ζῶ καλὰ καὶ blossom = ἄνθος, π.χ.:
The trees blossom in the spring = τὰ δένδρα ἀνθίζουν τὴν ἄνοιξη.

Τὸ ρῆμα **respect** = ἐκτιμῶ, σέβομαι καὶ τὸ ἐπίθετο **respectable** = ἀξιοσέβαστος, π.χ.:

Mr Reese is a respectable citizen of this town = ὁ κύριος Ρὴζ εἶναι ἕνας ἀξιοσέβαστος πολίτης αὐτῆς τῆς πόλεως.

respectability = ἡ καλὴ ὑπόληψη
respectful = πλήρης σεβασμοῦ.

Τὸ ρῆμα **grasp** = ἁρπάζω, πιάνω-ομαι, ἁρπάγη, ἔχει συνώνυμα τὸ hold, π.χ.:

He grasped the branch of the tree and climbed the wall = ἅρπαξε (πιάστηκε) ἀπὸ τὸ κλαδὶ τοῦ δένδρου και σκαρφάλωσε στὸν τοῖχο.

Τὸ ρῆμα **calm** = ἠρεμῶ, ἡσυχάζω καὶ **calmly** = τὸ ἐπίρρημα, π.χ.:

Why don't you calm yourself and rest? = γιατί δὲν ἠρεμεῖς καὶ δὲν ξεκουράζεσαι;
Calm yourself, will you? = ἡσύχασε, δὲν ἡσυχάζεις;
Although he was very angry he spoke very calmly to his boss = ἂν καὶ ἦταν πολὺ θυμωμένος, μίλησε πολὺ ἤρεμα στὸ ἀφεντικό του.

Τὸ ρῆμα **intend** = σκοπεύω, ἔχει συνώνυμο τὸ **think, have in mind** καὶ οὐσιαστικὸ **intention** = σκοπός, π.χ.:

Mr Green intends to marry Miss Black = ὁ κύριος Γκρὴν σκοπεύει νὰ παντρευτῆ τὴν δεσποινίδα Μπλάκ.
He intented to go for a trip but later he changed his mind = σκόπευε νὰ πάη ταξίδι, ἀλλὰ ἀργότερα ἄλλαξε γνώμη.
His intentions are not obvious = οἱ σκοποί του δὲν εἶναι φανεροί.
He does not want to tell about his intentions = δὲν θέλει νὰ μιλήση γιὰ τοὺς σκοπούς του.

Ἡ λέξη **circumstances** = περιστάσεις = occasions, matter, event, π.χ.:

Circumstances made him change his mind and stay there = οἱ περιστάσεις τὸν ἔκαναν νὰ ἀλλάξη γνώμη καὶ νὰ μείνη ἐκεῖ.

Under such circumstances I can't work here and I give up = κάτω ἀπὸ τέτοιες περιστάσεις δὲν μπορῶ νὰ ἐργασθῶ ἐδῶ καὶ παραιτοῦμαι (τὰ ἐγκαταλείπω).
He had been the plaything of circumstances because he was rich and then he lost his property = ἦταν τὸ παιχνίδι τῶν περιστάσεων, γιατὶ ἦταν πλούσιος καὶ κατόπιν ἔχασε τὴν περιουσία του.

Ἡ λέξη **acquaintance** = γνωριμία = meeting, π.χ.:

I was glad to make your acqaintance = χάρηκα, ποὺ ἔκανα τὴ γνωριμία σας.

Blackmail = ἐκβιάζω καὶ
blackmailer = ἐκβιαστής, π.χ.:

His old acquaintance was a blackmailer = ὁ παλιός του γνώριμος ἦταν ἕνας ἐκβιαστής.
He continued to blackmail Dunne by asking a lot of money = ἐξακολουθοῦσε νὰ ἐκβιάζῃ τὸν Ντιοὺν μὲ τὸ νὰ ζητᾶ πολλὰ χρήματα.

Ἡ λέξη **prosperous** = εὐτυχής. Τὸ ρῆμα εἶναι **prosper** = εὐημερῶ, εὐδοκιμῶ, **prosperous** καὶ **prosperity** = εὐτυχία, εὐημερία, π.χ.:

The settlement became prosperous at once = ἡ ἐγκατάσταση ἔγινε εὐτυχής, εὐημεροῦσα ἀμέσως.
Water brought prosperity to all the farmers = τὸ νερὸ ἔφερε εὐημερία σὲ ὅλους τοὺς γεωργούς.

The word **mire** = mud (here means difficulty).

Finally = at last
Ruin = destroy = καταστρέφω
Ruin = καταστροφὴ = destruction, π.χ.:

The house was ruined by the shower = τὸ σπίτι καταστράφηκε ἀπὸ τὴν νεροποντή.
This woman ruined his life but he continued to love her = αὐτὴ ἡ γυναίκα κατάστρεψε τὴν ζωή του, ἀλλὰ αὐτὸς συνεχίζει νὰ τὴν ἀγαπᾶ.

Τὸ ρῆμα **stare** ἔχει συνώνυμα τὰ look, watch, observe, see, gaze: ὅλα εἶναι συνώνυμα, ἀλλὰ ἔχουν μιὰ μικρὴ διαφορά:

look = κυττάζω
see = βλέπω
watch = παρατηρῶ
observe = παρακολουθῶ
gaze = ἀτενίζω

καὶ

stare = κυττάζω, ἀτενίζω.

Ἡ ἔκφραση **wit's end** = not knowing what to do next = στὴν ἀπελπισία του καὶ στὴν ἀπόγνωσή του, π.χ.:

At his wit's end he sold his old watch, a present from his dead mother = στὴν ἀπόγνωσή του πούλησε τὸ παλιό του ρολόϊ, ἕνα δῶρο τῆς πεθαμένης του μητέρας.

EXERCISE 319

Γράψτε στὴν παθητικὴ φωνή:

People always buy houses.
He hurt his arm in an accident.
They told him a story.
No one opened the box.
Someone has broken two windows.
Somebody has invited you to lunch.
Somebody built this bridge last year.
People speak English all over the world.
He wrote the book quickly.
Somebody has carried it in a corner.
Somebody can do it.
Nobody heard a sound.
They have made him a principal.
Someone is showing her how to do it.
They will ask you several questions.
Someone found it on the top of the cupboard.

They gave her a new one.
People proved him wrong.
Someone has paid him for the work.
The police refused him a passport.
Someone will read you another chapter.
I told him never to come here again.
She will look after the little girl.
She promised him a book.
They asked him why he had come.
Nobody has answered my questions.
Beethoven composed this piece.
They carried her into the house.
Somebody must finish the work.
People play football all over the world.

EXERCISE 320

Ἀλλάξτε τὸ ὑποκείμενο ἀπὸ I σὲ he:

I like fall best because I feel better in colder weather.
I had to build a fire in the furnace to keep my house warm.
I forgot my briefcase because I was in a hurry.
I can't spend much money this week.
I have to pay my coalbills.
I like my teacher.
If I had arranged the contract, I would have received a raise in salary.
I wouldn't be surprised to see my brother come in now.
If I knew how to take dictation, I could get a good job.
I would like to have a good job, so I could earn a lot of money.
My boss doesn't know yet that I came to work late yesterday, but I am going to tell him today.

XXXII

Οἱ ἀσκήσεις 306-313 νὰ διορθωθοῦν ἀπ' εὐθείας ἀπὸ τοὺς σπουδαστάς, ὕστερα ἀπὸ μιὰ γενικὴ ἐπανάληψη τῶν σχετικῶν κεφαλαίων.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 314

Mail service dates back in 1639.
It is the first in the world.
A billion stamps are sold in the U. S. A.
The service handles four millions pieces of mail every hour.
It is one of the best postal systems.
The system has three hundred thousand employees.
The mailman delivers the mail.
He is a very faithful man.
Mail delivery is free in the U. S. A.
There is a special delivery service.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 315

A post office is an office where we mail the letters.
A mailman is a postman.
A mailbox is the place where we place the letters.
People write letters because they want to correspond with the other people.
A library is the place where we read or borrow different books.
When we take history we learn about events that happened years ago.
In a library you can find different books.
A stamp is something we put on an envelope.
A mailman must be faithful.
A homely woman is one who is ugly.
A pretty woman is one who is nice.
A lazy man is one who does not like to work.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 316

I get letters very often.
No, I don't think I would like to be a mailman.
I have to put them in a save.
No, I don't think it is easy because you won't have much time for studying.
Yes, I have eaten many times.
I would send it by airmail to arrive faster.
Yes, we have.
Yes, we have the letters brought home.
No, I don't like to write letters.
Yes, when it weights I have usually to pay much.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 317

Mary was given a new book.
She will be shown the buildings.
She has been talked.
We were promised a new house.
The light was left on all night.
She will be taken to the hospital.
I was ordered to go away.
The wounded was left behind.
Those poor people must be helped.
My offer was refused.
The biscuits were all eaten.
My ring has been stolen.
I was lent this book. This book was lent to me.
The house was destroyed by the fire.
He was given a cake for his birthday.
His work was finished by 8 o'clock.
You ought to be put in the prison.
This dress must be ironed tonight.
You will have to be examined again.
He will be met at the station.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 318

We shall go as soon as you will be ready.
He will tell you when you will get home.
Don't get off the bus until it will stop.
You had better wait until the police will come.
I called on you last night but you were not there.
I have been here since 1954 and I will stay here.
I shall expect to be ready as soon as I will come in.
I hope you won't forget all there.
He thanked me for what I did.
After you had left I went to sleep.
The little girl asked what happened to her ice-cream.
He asked me why we came so early.
We asked him what countries he visited.
The sun had set before I was ready to go.
The river became deeper after it rained hard.
In England he remembered all he had forgotten.
Why didn't you go to the doctor after I told you to?
He took the money after I asked him not to.
They told him they didn't meet him before.
He found out his book last night.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 319

Houses are always bought.
His arm was hurt in an accident.
A story was told him.
The box was not opened.
Two windows have been broken.
You had been invited to lunch.
This bridge was built last year.
English is spoken all over the world.
The book was written quickly.
It was carried in a corner.
It can be done.
It (sound) was not heard.
He was made a principal.

It is shown to her how to do.
You will be asked several questions.
It was found on the top of the cupboard.
She was given a new one - A new one was given to her.
He was proved wrong.
He has been paid for the work.
He was refused a passport.
Another chapter will be read to you.
He was told never to come here again.
The little girl will be looked after.
A book was promised to him.
He was asked why he had come.
My question has not been answered.
This piece was composed by Beethoven.
She was carried into the house.
The work must be finished.
Football is played by people all over the world.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 320

He likes fall best because he feels better in colder weather.
He had to build a fire in the furnace to keep his house warm.
He forgot his briefcase because he was in a hurry.
He can't spend much money this week
He has to pay his coalbills.
He likes his teacher.
If he had arranged the contract he would have received a raise in salary.
He wouldn't be surprised to see his brother come in now.
If he knew how to take dictation he could get a good job.
He would like to have a good job, so he could earn a lot of money.
His boss doesn't know yet that he came to work late yeste day but he is going to tell him today.

THE GLOVE

by R. V. Joyce
(continues)

Dunne felt safe. Who would suspect the dull, stodgy, middle-aged jeweller of murder and robbery? He had left no clue. He had met nobody, either going or coming. The little main street was deserted and in complete darkness as he let himself into his house by the side door. He lived alone in the house. A woman came in daily and «did for him», but nobody except himself slept on the premises. His bedroom was at the back, but before switching on the electric light he pulled down the blind and drew the heavy curtain across the window. Then he pulled out a glove. With a look of surprise he searched the pocket again, and not finding what he was looking, he searched into all his pockets, amongst the gold articles with which they were filled. The latter he did not take out. For some strange reason he feared to look at them, and he did not intend to empty his pockets of them until he was ready to place them in the little room behind the shop downstairs. Finally he abandoned the search and stood in the middle of the room, his face a white mask of sheer horror.

The other glove was missing! He had found the gloves in his pocket while in Strong's house and he had taken them out and placed them on a table before packing away his loot. He could have sworn he had replaced them before his hasty departure, but here was the appalling fact that one of them was missing—and on the lining was his name and address! The thought of returning to the house, to the room where Strong lay so quiet and still filled him with a kind of superstitious horror. The memory of the dead man's upturned face with the queer look of surprise frozen into perpetuity by death returned to him, and he gave a little strangled scream. He stood in the middle of the room, his face white with drops of perspiration, and his mind a welter of indecision.

«I can't do it», he muttered, «I can't . . . ».

And then the vision of the scaffold intruded itself; he shivered as with an ague, his body cold. In his criminal days he had possessed a morbid dread of the scaffold. The old fear now held him in its grip stronger a hundred times than it had been formerly. With lagging footsteps he went out into the dark deserted street. The journey was like a nightmare. To his disordered imagination every dark corner concealed

a spectre, and once he screamed hoarsely at the sight of a discarded piece of wrapping-paper which lay across his path. For a moment it had seemed to him like a corpse lying in a dark pool....

VOCABULARY

dull	(νταλ)	=	νωθρὸς-ὴ-ὸ
stodgy	(στόντjι)	=	ἀδιάφορος-η-ο
robbery	(ρόμπερι)	=	ληστεία
clue	(κλου)	=	ἐνδείξεις, ἴχνος,
desert	(ντέζερτ)	=	ἐρημώνω
daily	(ντέϊλι)	=	καθημερινῶς
premise	(πρέμις)	=	κτῆμα
blind	(μπλάϊντ)	=	παραθυρόφυλλο
article	(άρτικλ)	=	εἶδος
fill	(φιλ)	=	γεμίζω
intend	(ιντὲντ)	=	σκοπεύω
empty	(έμπτι)	=	ἀδειάζω
abandon	(αμπάντον)	=	ἐγκαταλείπω
sheer	(chιρ)	=	ἀπόλυτος, καθαρὸς-ὴ-ὸ
horror	(hόροp)	=	τρόμος, φρίκη, ἀνατριχίλα
loot	(λουτ)	=	λεία
swear	(σουέαρ)	=	ὁρκίζομαι
hasty	(hάστι)	=	βιαστικὸς-ὴ-ὸ
departure	(ντιπάρτchιουρ)	=	ἀναχώρηση
lining	(λάϊνινγκ)	=	φόδρα
superstitious	(σεπερστίσιεζ)	=	δεισιδαίμων, προληπτικὸς-ὴ-ὸ
queer	(κουὶρ)	=	παράξενος-η-ο
perpetuity	(περπετchούϊτι)	=	αἰωνιότητα
strangle	(στρανγκλ)	=	πνιγμένος-η-ο
perspiration	(περσπιρέϊchιεν)	=	ἱδρώτας
welter	(γουέλτερ)	=	σύγχυση
indecision	(ιντεσίjεν)	=	ἀναποφασιστικότητα
mutter	(μάτερ)	=	μουρμουρίζω
scaffold	(σκάφολντ)	=	τόπος ἐκτελέσεως, ἰκρίωμα
intrude	(ιντρούντ)	=	εἰσχωρῶ
shiver	(chίβερ)	=	τρέμω

ague	(άγκου)	=	πυρετὸς
criminal	(κρίμιναλ)	=	ἐγκληματικὸς-ὴ-ὸ
morbid	(μορμπὶντ)	=	νοσηρὸς-ὴ-ὸ
dread	(ντρὲντ)	=	φόβος
grip	(γκριπ)	=	ἁρπάγη
formerly	(φόρμερλι)	=	τελευταῖα
lagging	(λάγκινγκ)	=	ἀργὰ
nightmare	(νάϊτμέαρ)	=	ἐφιάλτης
disordered	(ντισόρντερεντ)	=	ἄτακτος-η-ο
imagination	(ιματjινέϊchιεν)	=	φαντασία
conceal	(κονσίαλ)	=	κρύβω
spectre	(σπεκτρ)	=	φάντασμα
hoarsely	(hόαρσλι)	=	βραχνὰ
discard	(ντισκὰρντ)	=	πετῶ
corpse	(κορπς)	=	πτῶμα

TRANSLATION

ΤΟ ΓΑΝΤΙ

ὑπὸ R. U. Joyce
(συνέχεια)

Ὁ Ντιοὺν ἔνιωσε ἀσφαλής. Ποιὸς θὰ μποροῦσε νὰ ὑποπτευθῇ τὸν νωθρό, ἀδιάφορο (ἡλικιωμένο) μεσόκοπο κοσμηματοπώλη γιὰ ἔγκλημα καὶ ληστεία; Δὲν εἶχε ἀφήσει κανένα ἴχνος. Δὲν εἶχε συναντήσει κανέναν, μήτε ὅταν πήγαινε μήτε ὅταν ἔρχονταν. Ὁ μικρὸς κύριος δρόμος ἦταν ἐρημωμένος καὶ σὲ ἀπόλυτο σκοτάδι, καθὼς μπῆκε μέσα στὸ σπίτι του ἀπὸ τὴν διπλανὴ πόρτα. Ζοῦσε μόνος στὸ σπίτι. Μιὰ γυναίκα ἔρχονταν καθημερινῶς καὶ καθάριζε, ἀλλὰ κανένας ἄλλος ἐκτὸς ἀπὸ αὐτὸν δὲν κοιμόταν στὸ κτῆμα. Ἡ κρεβατοκάμαρά του ἦταν πίσω, ἀλλά, πρὶν νὰ ἀνάψη τὸ ἠλεκτρικὸ φῶς, κατέβασε κάτω τὸ παραθυρόφυλλο καὶ ἔσυρε τὴν βαριὰ κουρτίνα πάνω ἀπὸ τὸ παράθυρο. Κατόπιν ἔβγαλε ἕνα γάντι. Μὲ ἕνα βλέμμα ἐκπλήξεως ἔψαξε στὶς τσέπες του πάλι καὶ μὴ βρίσκοντας αὐτό, γιὰ τὸ ὁποῖο ἔψαχνε, ἔψαξε σὲ ὅλες τὶς τσέπες του ἀνάμεσα στὰ χρυσὰ εἴδη, μὲ τὰ ὁποῖα ἦταν γεμάτες. Τὰ τελευταῖα δὲν τὰ ἔβγαλε ἔξω. Γιὰ κάποιον ἀνεξήγητο (παράξενο) λόγο φοβόταν νὰ τὰ κυττάξη καὶ δὲν σκόπευε νὰ ἀδειάση τὶς τσέπες του ἀπὸ αὐτά, ἕως ὅτου ἦταν ἕτοιμος νὰ τὰ τοποθετήση στὸ μικρὸ δωμάτιο πίσω ἀπὸ τὸ κατάστημα

στὸ κάτω πάτωμα. Τελικὰ ἐγκατέλειψε τὴν ἔρευνα καὶ στάθηκε στὴ μέση τοῦ δωματίου, (σὰν νὰ φοροῦσε) στὸ πρόσωπό του μιὰ ἄσπρη μάσκα ἀπὸ καθαρὸ τρόμο.

Τὸ ἄλλο γάντι ἦταν χαμένο (ἔλειπε). Εἶχε βρῆ τὰ γάντια του στὴν τσέπη του, ἐνόσω ἦταν στὸ σπίτι τοῦ Στρὸγκ καὶ τὰ εἶχε βγάλει ἔξω καὶ τὰ τοποθέτησε ἐπάνω σ' ἕνα τραπέζι, πρὶν νὰ ἑτοιμάση τὴ λεία του. Θὰ μποροῦσε νὰ ὁρκιστῆ, ὅτι τὰ εἶχε ξανατοποθετήσει πρὶν ἀπὸ τὴν βιαστικὴ ἀναχώρησή του, ἀλλὰ ἐδῶ ὑπῆρχε τὸ τρομακτικὸ γεγονός, ὅτι ἕνα ἀπ' αὐτὰ χάθηκε καὶ ἐπάνω στὴ φόδρα ἦταν τὸ ὄνομά του κι ἡ διεύθυνση. Ἡ σκέψη τοῦ νὰ ἐπιστρέψη στὸ σπίτι, στὸ δωμάτιο ὅπου ὁ Στρὸγκ κείτονταν τόσο ἥσυχος κι ἀκίνητος, τὸν γέμιζε μὲ ἕνα εἶδος ἀπὸ δεισιδαίμονα τρόμο. Ἡ ἀνάμνηση τοῦ προσώπου τοῦ νεκροῦ ἄντρα, γυρισμένου ἀνάποδα μὲ τὸ παράξενο βλέμμα ἐκπλήξεως παγωμένο στὴν αἰωνιότητα ἀπὸ τὸν θάνατο, γύρισε σ' αὐτὸν κι ἄφησε μιὰ μικρὴ ἀγωνιώδη κραυγή. Στάθηκε στὴ μέση τοῦ δωματίου, μὲ τὸ πρόσωπό του ἄσπρο μὲ σταγόνες ἱδρώτα καὶ τὸ μυαλό του σὲ ἀμηχανία ἀναποφασιστικότητας. «Δὲν μπορῶ νὰ τὸ κάνω», μουρμούρισε, «δὲν μπορῶ ...».

Καὶ κατόπιν τὸ ὅραμα τοῦ ἰκριώματος εἰσεχώρησε. Ρίγησε σὰν ἀπὸ πυρετό, μὲ τὸ σῶμα του κρύο. Στὶς ἐγκληματικές του ἡμέρες τὸν κατεῖχε ἕνας νοσηρὸς φόβος τοῦ ἰκριώματος. Ὁ παλιὸς φόβος τὸν κρατοῦσε τώρα στὴν ἁρπάγη του δυνατότερος ἑκατὸ φορὲς περισσότερο ἀπὸ ὅτι ἦταν ἄλλοτε. Μὲ ἀργὰ βήματα βγῆκε ἔξω στὸ σκοτεινὸ ἔρημο δρόμο. Τὸ ταξίδι ἦταν σὰν ἐφιάλτης. Στὴν ἄτακτη φαντασία του κάθε σκοτεινὴ γωνιὰ ἔκρυβε ἕνα φάντασμα καὶ μιὰ φορὰ φώναξε βραχνὰ στὴ θέα ἑνὸς πεταμένου χαρτιοῦ περιτυλίγματος, ποὺ κείτονταν στὸ (δρόμο) μονοπάτι του. Γιὰ μιὰ στιγμὴ τοῦ φάνηκε σὰν ἕνα πτῶμα, ποὺ κείτονταν σὲ μιὰ σκοτεινὴ λίμνη.

ΠΑΡΑΤΗΡΗΣΕΙΣ

Τὸ ρῆμα **safe** = σώζω, εἶναι ταυτόχρονα καὶ ἐπίθετο.
safe = ἀσφαλὴς
'Αντίθετο τὸ **dangerous** = ἐπικίνδυνος.
safe = χρηματοκιβώτιο καὶ
safety = ἀσφάλεια.
Συνώνυμο τοῦ safety = security.

Ἡ λέξη **fabulous** ἔχει συνώνυμο τὸ unbelievable = ἀπίστευτος, μυθώδης, π.χ.:

On Fifth Avenue there are many shops where one can buy things of

fabulous prices = στὴν Πέμπτη Λεωφόρο ὑπάρχουν πολλὰ καταστήματα, ὅπου κανεὶς μπορεῖ νὰ ἀγοράσῃ ἀντικείμενα μυθώδους ἀξίας.

Τὸ ρῆμα **break** συντάσσεται μὲ τὴν πρόθεση into.
break into = μπαίνω κρυφά, π.χ.:

The thief broke into the house and stole the money = ὁ κλέφτης μπῆκε μέσα στὸ σπίτι κι ἔκλεψε τὰ χρήματα.
Break into = enter to store (in order to stole).

Τὸ ρῆμα **keep** = φυλάγω, κρατῶ. Τὸ οὐσιαστικὸ keeper π.χ.:

Will this coat keep me warm? = θὰ μοῦ κρατήσῃ ζέστη αὐτὸ τὸ παλτό;
keep off (do not walk on the grass) = μὴν πλησιάζετε (μὴν περπατᾶτε ἐπάνω στὸ χόρτο).

The noise of the traffic kept me awake = ὁ θόρυβος τῆς συγκοινωνίας μὲ κράτησε ξυπνητό.
You must keep your promise = πρέπει νὰ κρατήσῃς τὴν ὑπόσχεσή σου.
Mr Black keeps a shop, he is a shopkeeper = ὁ κύριος Μπλὰκ διατηρεῖ ἕνα κατάστημα, εἶναι καταστηματάρχης.

Τὸ ρῆμα **prepare** = προετοιμάζω. Τὸ οὐσιαστικὸ **preparation** = προετοιμασία, π.χ.:

This school prepares students for all examinations = αὐτὸ τὸ σχολεῖο προετοιμάζει μαθητὰς γιὰ ὅλες τὶς ἐξετάσεις.
Have you bought warm clothes in preparation for the winter? = ἔχεις ἀγοράσει ζεστὰ ροῦχα γιὰ προετοιμασία τοῦ χειμῶνα;

Τὸ ρῆμα **drop** = σταλάζω, πέφτω καὶ **drop** = σταγόνα, π.χ.:

He dropped his young brother out of the window of the bedroom into a blanket held by neighbours = ἔριξε τὸν μικρὸ ἀδελφό του ἔξω ἀπὸ τὸ παράθυρο τῆς κρεβατοκάμαρας μέσα σὲ μιὰ κουβέρτα, ποὺ τὴν κρατοῦσαν οἱ γείτονες.
The teapot dropped out of her hand and broke = τὸ δοχεῖο τσαγιοῦ (τσαγιέρα) ἔπεσε ἀπὸ τὰ χέρια της κι ἔσπασε.

He drank the coffee to the last drop = ἤπιε τὸν καφέ ὥς τὴν τελευταία σταγόνα.
It was good to the last drop = ἦταν καλὸς ὥς τὴν τελεταία σταγόνα.

Τὸ ρῆμα **utter** = προφέρω, ἔχει συνώνυμο τὸ pronounce, say, tell, π.χ.:

He didn't utter a word because he was sad = δὲν πρόφερε οὔτε λέξη, γιατὶ ἦταν λυπημένος.

Τὸ ρῆμα **lange** = thrust suddenly with a sword = ἐπιτίθεμαι ξαφνικὰ μὲ ἕνα ξίφος.

Τὸ ρῆμα **drag** = σέρνω, ἔχει συνώνυμο τὸ pull καὶ ἀντίθετο τὸ push, π.χ.:

He dragged the body into the room and shut the door = ἔσυρε τὸ σῶμα μέσα στὸ δωμάτιο κι ἔκλεισε τὴν πόρτα.

Τὸ ρῆμα **switch** μαζὶ μὲ τὴν πρόθεση on καὶ off = **switch on** = ἀνοίγω τὸ φῶς καὶ **switch off** = κλείνω τὸ φῶς. Συνώνυμο τὸ turn on καὶ turn off, π.χ.:

He had switched the lights off when I came = εἶχε σβήσει τὰ φῶτα, ὅταν ἦλθα.

Τὸ ρῆμα **recall** = remember = bring to mind the words or the face of somebody, π.χ.:

He recalled the words of the manager when he had hired him = ἀνακάλεσε (θυμήθηκε) τὶς λέξεις τοῦ διευθυντῆ, ὅταν τὸν εἶχε προσλάβει.

Ἡ λέξη **death** = θάνατος, **dead** = πεθαμένος, τὸ οὐσιαστικό.
Τὸ ρῆμα **die** = πεθαίνω.

Ἡ λέξη **stodgy**, ποὺ ὑπάρχει μέσα στὸ κείμενο, ἐξηγεῖται στὰ ἀγγλικὰ uninteresting, π.χ.:

He was a stodgy little man and nobody paid attention to him = ἦταν ἕνας μικρὸς ἀδιάφορος ἄνθρωπος καὶ κανένας δὲν τοῦ ἔδινε σημασία (προσοχή).

Τὸ ρῆμα **rob** = ληστεύω, ἔχει συνώνυμο τὸ **stole** = κλέβω. **Robbery** = ληστεία, π.χ.:

He was accused of robbery = κατηγορήθηκε γιὰ ληστεία.

῾Η λέξη **clue** = things that may accuse him = ἀντικείμενα ποὺ μποροῦν νὰ τὸν κατηγορήσουν, ἐνδείξεις, στοιχεῖα, ἴχνη, π.χ.:

The thief came and left without leaving any clue = ὁ κλέφτης ἦλθε κι ἔφυγε, χωρὶς νὰ ἀφήση καθόλου ἴχνη.

῾Η ἔκφραση did for him = did the housework, cleaned the house.

Τὸ ρῆμα **switch on and off** εἶναι συνώνυμο τοῦ turn on and off = ἀνάβω, σβήνω, ἀνοίγω, κλείνω, π.χ.:

Please turn off the lights, I want to sleep = παρακαλῶ σβῆσε τὰ φῶτα, θέλω νὰ κοιμηθῶ.
He switched the radio off and then he left = ἔκλεισε τὸ ραδιόφωνο καὶ κατόπιν ἔφυγε.
Shall I turn the radio off or do you want to listen? = νὰ κλείσω τὸ ραδιόφωνο ἢ θέλεις ν' ἀκούσῃς;

Τὸ ρῆμα **pull** = σύρω, εἶναι ὁμαλό. Ἔχει ἀντίθετο τὸ **push** = σπρώχνω.

Τὸ ρῆμα **search** = ἀναζητῶ, ψάχνω, ἔχει συνώνυμο τὸ **look for** = ἀναζητῶ. **Search** = ἡ ἀναζήτηση, π.χ.:

He searched everywhere but he could not find his glove = ἔψαξε παντοῦ, ἀλλὰ δὲν μπόρεσε νὰ βρῆ τὸ γάντι του.

Search = look through in trying to find something, **See** = ἀναζητῶ.

῾Η λέξη **article** = εἶδος, kind. Ἐπίσης σημαίνει ἄρθρο σὲ ἐφημερίδα, τὸ ὁριστικὸ καὶ ἀόριστο ἄρθρο, π.χ.:

The definite and indefinite article the and a or an. He read a very good

article about the football games = διάβασε ένα πολύ καλό άρθρο για τούς ποδοσφαιρικούς αγώνες.
They sell manufacturing articles in that factory = πουλοῦν βιομηχανικὰ εἴδη σ' ἐκεῖνο τὸ ἐργοστάσιο.

Τὸ ρῆμα **fear** = φοβοῦμαι καὶ φόβος, ἔχει συνώνυμο τὸ scare, frighten. Fear = φόβος, συνώνυμο terror, dread. Ἐπίσης τὸ ρῆμα **dread** = φοβοῦμαι. Ὅλα εἶναι ὁμαλὰ ρήματα, π.χ.:

He felt fear for the first time in his life = ἔνιωσε φόβο γιὰ πρώτη φορὰ στὴ ζωή του.
Don't be scared, it is a good dog = μὴ φοβᾶσαι (τρομάζεις), εἶναι ἕνα καλὸ σκυλί.
He was frightened to death = τρόμαξε πάρα πολὺ (παρὰ λίγο νὰ πεθάνῃ ἀπὸ τὸν φόβο του).

Τὸ ρῆμα **intend** = σκοπεύω, σκέπτομαι, ἔχει συνώνυμο τὸ think, consider, decide, plan. Ὅλα εἶναι ὁμαλὰ ἐκτὸς ἀπὸ το think. Ἐπίσης ἀπὸ τὸ intend ἔχουμε τὸ οὐσιαστικὸ **intention** = σκοπός, π.χ.:

His intentions are not quite obvious = οἱ σκοποί του δὲν εἶναι ἀρκετὰ φανεροί.
You can't understand what he wants and what he thinks = δὲν μπορεῖς νὰ καταλάβῃς, τί θέλει καὶ τί σκέπτεται.
He intended to go for a long trip but later he changed his mind = σκόπευε νὰ πάῃ ἕνα μεγάλο ταξίδι, ἀλλὰ ἀργότερα ἄλλαξε γνώμη.

Τὸ ρῆμα **empty** = ἀδειάζω καὶ **empty** = ἄδειος ἔχει ἀντίθετο τὸ be full. Empty = ἄδειο, ἀντίθετο full, π.χ.:

He came home with empty hands = γύρισε σπίτι μὲ ἄδεια χέρια.
He emptied his pockets but he could not find the other glove = αὐτὸς ἄδειασε τὶς τσέπες του, ἀλλὰ δὲν μπόρεσε νὰ βρῆ τὸ ἄλλο γάντι.

Ἡ λέξη **finally** = at last, π.χ.:

We waited for half an hour and finally John came = περιμέναμε μισὴ ὥρα καὶ τελικὰ ὁ Τζὼν ἦλθε.

Has he finished his work at last? = ἔχει τελειώσει τὴ δουλειά του ἐπὶ τέλους;

Τὸ ρῆμα **abandon** = ἐγκαταλείπω, ὁμαλό = leave, give up, π.χ.:

The captain ordered everybody to abandon the ship = ὁ καπετάνιος διέταξε ὅλους νὰ ἐγκαταλείψουν τὸ πλοῖο.

Loot = stollen goods = κλεμμένα ἀγαθά, λεία.

Τὸ ρῆμα **place** = τοποθετῶ, μὲ τὸ re στὴν ἀρχὴ σημαίνει τοποθετῶ ξανά. Τὸ **re** στὴν ἀρχὴ ἑνὸς ρήματος φανερώνει μιὰ ἐπανάληψη στὴν ἔννοιά του.

write = γράφω
rewrite = ξαναγράφω
read = διαβάζω
reread = ξαναδιαβάζω.

Τὸ ἴδιο turn καὶ return.

Ἡ λέξη **queer** = παράξενος, ἔχει γιὰ συνώνυμα τὸ strange, odd, peculiar, curious.

Τὸ ρῆμα **scream** = φωνάζω, ξεφωνίζω καὶ **scream** = ἡ κραυγή, φωνὴ δυνατή, ἔχει συνώνυμο τὸ cry, π.χ.:

She saw a snake and gave a loud scream = αὐτὴ εἶδε ἕνα φίδι καὶ (ἔδωσε) ἔβγαλε μιὰ δυνατὴ φωνὴ (κραυγή).

Welter = confusion, indecision.

Τὸ ρῆμα **decide** = ἀποφασίζω, **decision** = ἡ ἀπόφαση καὶ **indecision** = ἀναποφασιστικότητα. Indecision = not knowing what to do or what to choose.

Τὸ ρῆμα **mutter** = μουρμουρίζω = utter words = προφέρω λέξεις.

Τὸ ρῆμα **shiver** = τρέμω, ριγῶ, ἔχει συνώνυμο τὸ tremble, quake, shake, quiver, π.χ.:

He remembered the dead man and shivered = θυμήθηκε τὸν πεθαμένο ἄντρα κι ἔτρεμε (τρεμούλιασε).

Ague = fever = πυρετός.

'Η λέξη **criminal** = ἐγκληματικός, **crime** = ἔγκλημα, π.χ.:

He was accused of crime = κατηγορήθηκε γιὰ ἔγκλημα.

Τὸ ρῆμα **possess** = own καὶ **possession** = κατοχή.

Lagging = slow.

Τὸ ρῆμα **desert** = ἐγκαταλείπω = abandon.

Imagination = φαντασία καὶ τὸ ρῆμα εἶναι **imagine** = φαντάζομαι = think, realize. **Imaginary** = φανταστικός.
'Αντίθετα **real** = πραγματικὸς καὶ **image** = εἰκόνα, picture.

Τὸ ρῆμα **conceal** = κρύβω, ἔχει συνώνυμο τὸ hide.

Spectre = ghost = φάντασμα.

Τὸ ρῆμα **wrap** = τυλίγω. **Wrapping-paper** = χαρτὶ γιὰ περιτύλιγμα.

Τὸ **pool** = λίμνη καὶ **pond lake** = λίμνη ἀλλὰ μεγάλη. Τὸ **pool** δεξαμενή, π.χ.:

They went to swim to the swimming pool = αὐτοὶ πῆγαν νὰ κολυμπήσουν στὴ δεξαμενή.

EXERCISE 321

'Απαντῆστε στὶς παρακάτω ἐρωτήσεις:

Did Dunne feel safe?
Could anyone suspect him?

Did he leave any clue?
Did anyone see him?
Who «did for him»?
Where was his bedroom?
What did he pull?
Where did he search?
What couldn't he find?
Did he take out the gold articles?
Was he frightened?
Where did he leave the other glove?
Did he like to return to Strong's house?
Could he go back?
What vision did he remember?
Did he go back?
Was he shivering?
What did he think he saw in every corner?
What did he see and scream?
What did he think the paper was?

EXERCISE 322

Ἐξηγῆστε τὶς προτάσεις στὰ ἀγγλικά:

He left no clue.
She did for him.
He switched the lights off.
He searched everywhere.
He was afraid.
He intends to rob the house.
Finally he came home.
Abandon the ship.
He saw something queer.
His mind was in a welter.
She stood there shivering.
He had an ague.
He possessed a house.
He imagined he saw a spectre.
He concealed the articles.

EXERCISE 323

Δῶστε συνώνυμα στὶς ἐκφράσεις καὶ λέξεις:

Pool
Ghost
To mutter
To scream
To empty
Intend
Shiver
Terror
Stodgy man
Switch on

XXXIII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 321

Yes, he felt safe at first.
Nobody could suspect him.
No, he left no clue.
Nobody saw him because it was dark.
A woman did for him daily.
His bedroom was upstairs.
He pulled down the blind.
He searched in his pocket.
He could not find one of his gloves.
No, he did not want to touch them.
He was very frightened.
He left it at Strong's house.
No, he did not like to return there.
He had to go back although he did not like to.
He remembered the scaffold.
Yes, he went back with lagging footsteps.
Yes, he was shivering as with an ague.
He thought he saw a spectre.
He saw a wrapping-paper.
He thought it was a corpse lying in a dark pool.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 322

He left no things that could accuse him.
She cleaned the house for him.
He turned the lights off.

He looked everywhere.
He was scared.
He thought to rob the house.
At last he came home.
Leave the ship.
He saw something strange.
His mind was in a confusion.
She stood there trembling.
He had a fever.
He owned a house.
He thought he saw a ghost.
He hid the articles.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 323

Pond
Spectre
To utter slowly
To cry aloud
To take off
To think of
To tremble
Horror
An uninteresting man
To turn on

VOCABULARY

application	(απλικέϊchιεν)	=	αἴτηση
blank	(μπλανκ)	=	κενὸ
previous	(πρίβιες)	=	προηγούμενος-η-ο
passport	(πάσπορτ)	=	διαβατήριο
form	(φορμ)	=	σχέδιον, τύπος
execution	(εξικιούchιεν)	=	ἐκτέλεση
dawn	(ντόουν)	=	αὐγὴ
destination	(ντεστινέϊchιεν)	=	πεπρωμένον

perspiration	(περσπιρέϊchιεν)	=	ἱδρώτας
tremble	(τρεμπλ)	=	τρέμω
limb	(λιμπ)	=	μέλος
perceive	(περσὶβ)	=	παρατηρῶ
switch	(σουΐτch)	=	διακόπτης
aid	(έεντ)	=	βοήθεια
reserve	(ριζὲρβ)	=	ἀπόθεμα
flood	(φλουντ)	=	πλημμυρίζω
avert	(αβὲρτ)	=	ἀποστρέφω
exercise	(εξερσάϊζ)	=	ἀσκῶ
fascination	(φασινέϊchιεν)	=	φαντασία
irrestibly	(ιρέστιμπλι)	=	ἀκαταμάχητος-η-ο
scoundrel	(σκάουντρελ)	=	παλιάνθρωπος
escort	(εσκὸρτ)	=	συνοδεύω
unluckily	(ανλάκιλι)	=	δυστυχῶς, ἀτυχῶς
permission	(περμίchιεν)	=	ἄδεια
chilly	(τchίλι)	=	κρύος-α-ο
prove	(προυβ)	=	ἀποδεικνύω
slip	(σλιπ)	=	γλυστρῶ
rear	(ρίαρ)	=	ὀπισθοφυλακή
shrill	(chριλ)	=	ὀξὺς
accuse	(ακιοὺζ)	=	κατηγορῶ

TEXT

THE GLOVE

by R. U. Joyce
(continues)

He reached his destination and bathed in perspiration and trembling in every limb he climbed to the window. The room was in darkness as he had left it, but he thought he could perceive a darker object on the floor near the door. He must have light to find the glove, and the switch was near the body. Calling to his aid all the reserves of his will-power he drew the window and moved across the room: His feet touched something soft. His shaking fingers found the switch and the room was flooded with light.

He would have given all the world to have been able to keep his gaze averted, but the body exercised some dreadful fascination over him.

«Put up your hands! Good God! Put up your hands, you scoundrel!»

He looked up with a shrill scream. The door had opened, and Strong's son stood there, covering him with a revolver. Slowly he raised his arms above his head.

The inspector who escorted Dunne to the police station appeared to have forgotten that, in the eyes of the law, an accused man is innocent until he is proved guilty.

«Dou you know,» he said, «that you are the last man I would have suspected? If you hadn't been found in the room with the body and the loot in your pockets we'd never have thought of you. Unlikely for you, you didn't get away in time».

Dunne made no reply. His house was on the way to the police station, and he asked permission to get an overcoat. The air was chilly, in that dark hour before the dawn.

«Certainly», said the inspector, «but we'll go with you».

He opened the side door and preceded his prisoner into the hall, two policemen bringing up the rear. Dunne was thinking that they intended taking no chances, when his foot touched something on the floor.

He stopped to pick it up and suddenly felt queer. Then the inspector switched on the light. Dunne looked at the article in his hand.

It was the glove which he thought he had left in the room with the murdered man and which he had gone back to find.

«Here», shouted one of the policemen, «hold up, man».

But Dunne slipped through his hands and fell to the floor.

TRANSLATION

ΤΟ ΓΑΝΤΙ

ὑπὸ R. U. Joyce
(συνέχεια)

Ἔφθασε στὸν προορισμό του καὶ λουσμένος στὸν ἱδρῶτα καὶ τρέμοντας σὲ κάθε μέλος τοῦ σώματος σκαρφάλωσε πρὸς τὸ παράθυρο. Τὸ δωμάτιο

ἦταν σκοτεινό, ὅπως τὸ εἶχε ἀφήσει, ἀλλὰ νόμισε, ὅτι ἀντελήφθη ἕνα σκουρότερο ἀντικείμενο ἐπάνω στὸ πάτωμα κοντὰ στὴν πόρτα. Ἔπρεπε νὰ ἔχη φῶς, γιὰ νὰ βρῆ τὸ γάντι, κι ὁ διακόπτης ἦταν κοντὰ στὸ πτῶμα. Καλώντας σὲ βοήθειά του ὅλα τὰ ἀποθέματα τῆς θέλησής του (δυνάμεως), τράβηξε τὸ παράθυρο καὶ κινήθηκε κατὰ μῆκος τοῦ δωματίου. Τὰ πόδια του ἄγγιξαν κάτι μαλακό. Τὰ τρεμάμενα δάχτυλά του βρῆκαν τὸν διακόπτη καὶ τὸ δωμάτιο πλημμύρισε μὲ φῶς.

Θὰ μποροῦσε νὰ δώση ὅλον τὸν κόσμο, γιὰ νὰ μπορέση νὰ κρατήση τὰ μάτια του μακριά, ἀλλὰ τὸ πτῶμα ἀσκοῦσε μιὰ τρομερὴ γοητεία ἐπάνω του.

«Ψηλὰ τὰ χέρια. Γιὰ ὄνομα τοῦ Θεοῦ, ψηλὰ τὰ χέρια σου, παλιάνθρωπε!»

Κύτταξε ἐπάνω μὲ μιὰ ὀξεῖα (φωνὴ) κραυγή. Ἡ πόρτα εἶχε ἀνοίξει κι ὁ γιὸς τοῦ Στρὸνγκ στέκονταν ἐκεῖ, καλύπτοντάς τον μὲ τὸ (ρεβόλβερ) περίστροφό του. Σιγανὰ ὕψωσε τὰ χέρια του πάνω ἀπὸ τὸ κεφάλι του.

Ὁ ἐπιθεωρητής, ποὺ συνόδεψε τὸν Ντιοὺν στὸν Ἀστυνομικὸ Σταθμό, φαίνονταν νὰ ἔχη ξεχάσει, ὅτι στὰ μάτια τοῦ νόμου ἕνας ἄνθρωπος, ποὺ κατηγορεῖται, εἶναι ἀθῶος, ἕως ὅτου ἀποδειχθῆ, ὅτι εἶναι ἔνοχος.

«Ξέρεις», εἶπε, «ὅτι εἶσαι ὁ τελευταῖος ἄνθρωπος, ποὺ θὰ μποροῦσα νὰ ὑποπτευθῶ; Ἂν δὲν σὲ βρίσκαμε μέσα στὸ δωμάτιο μὲ τὸ πτῶμα καὶ τὴ λεία στὶς τσέπες σου, ποτὲ δὲν θὰ σὲ σκεπτόμασταν. Δυστυχῶς γιὰ σένα δὲν ἔφυγες ἐγκαίρως».

Ὁ Ντιοὺν δὲν ἀπάντησε. Τὸ σπίτι του ἦταν στὸ δρόμο γιὰ τὸ ἀστυνομικὸ τμῆμα καὶ ζήτησε τὴν ἄδεια νὰ πάρη ἕνα πανωφόρι.

«Βέβαια», εἶπε ὁ ἐπιθεωρητής, «ἀλλὰ θὰ ἔλθουμε μαζί σου».

Ἄνοιξε τὴν πλαϊνὴ πόρτα καὶ προώθησε τὸν φυλακισμένο μέσα στὸ χώλ. Δύο ἀστυνομικοὶ ἀποτελοῦσαν τὴν ὀπισθοφυλακή. Ὁ Ντιοὺν σκέπτονταν, ὅτι δὲν σκόπευαν νὰ χάσουν τὶς εὐκαιρίες, ὅταν τὸ πόδι του ἄγγιξε κάτι ἐπάνω στὸ πάτωμα. Σταμάτησε, τὸ πῆρε καὶ ξαφνικὰ αἰσθάνθηκε παράξενα. Κατόπιν ὁ ἐπιθεωρητὴς ἄναψε τὸ φῶς. Ὁ Ντιοὺν κύτταξε τὸ ἀντικείμενο στὸ χέρι του.

Ἦταν τὸ γάντι, ποὺ νόμιζε, ὅτι εἶχε ἀφήσει στὸ δωμάτιο μὲ τὸν δολοφονημένο ἄντρα καὶ ποὺ γι' αὐτὸ εἶχε πάει πίσω νὰ τὸ βρῆ.

«Ἐδῶ», κραύγασε ἕνας ἀπὸ τοὺς ἀστυνομικούς, «στάσου ἀκίνητος, ἄνθρωπε».

Ἀλλὰ ὁ Ντιοὺν γλύστρησε ἀνάμεσα ἀπὸ τὰ χέρια τους κι ἔπεσε στὸ πάτωμα.

ΠΑΡΑΤΗΡΗΣΕΙΣ

Ἡ λέξη **destination** = προορισμός, τέρμα τοῦ σκοποῦ = **place for the end of a journey, of a trip, of an idea,** π.χ :

He reached his destination tired and hungry = έφτασε στὸν προορισμό του κουρασμένος καὶ πεινασμένος.

Switch = διακόπτης (γιὰ τὸ φῶς, ραδιόφωνο, νερό).

Aid = βοήθεια, **aid** = βοηθῶ. Συνώνυμο τὸ ρῆμα help, aid = help.

Τὸ ρῆμα **flood** = πλημμυρίζω καὶ **flood** = πλημμύρα, π.χ.:

They flood large spaces with water and then when it is frozen they skate on it = αὐτοὶ πλημμυρίζουν μεγάλους χώρους μὲ νερὸ καὶ κατόπιν, ὅταν παγώση, παγοδρομοῦν ἐπάνω σ' αὐτό.
The flood destroyed part of the crop = ἡ πλημμύρα κατέστρεψε μέρος τῆς συγκομιδῆς.

Τὸ ρῆμα **exercise** = ἀσκοῦμαι, συναντᾶται καὶ σὰν οὐσιαστικό. **Exercise** = train = ἀσκοῦμαι, ἐξασκοῦμαι καὶ **exercise** = training = ἄσκηση, ἐξάσκηση. Exercise = carry out in action.

Ἡ λέξη **fascination** = μαγεία, γοητεία, φαντασία. Τὸ ρῆμα εἶναι **fascinate** = attract = προσελκύω, π.χ.:

His fascination didn't work so good so he thought he saw a bar in front of him = ἡ φαντασία του δὲν ἐργαζόταν τόσο καλά, ἔτσι ὥστε νόμισε, ὅτι εἶδε ἕνα μπὰρ μπροστά του.

Ἡ λέξη **inspector** = ἐπιθεωρητής. Τὸ ρῆμα εἶναι **inspect** = ἐπιθεωρῶ καὶ τὸ οὐσιαστικὸ **inspectation** = ἐπιθεώρηση, π.χ.:

He inspected all the rooms of the campus = αὐτὸς ἐπεθεώρησε ὅλα τὰ δωμάτια τοῦ στρατοπέδου.
The inspectation took place last night = ἡ ἐπιθεώρηση ἔλαβε χώρα χθὲς τὸ βράδυ.

Inspect = view closely, look closely into a matter.

Τὸ ρῆμα **escort** = συνοδεύω = accompany as escort, π.χ.:

They escorted him to the door and then he left = τὸν συνόδεψαν ὥς τὴν πόρτα καὶ κατόπιν αὐτὸς ἔφυγε.

He was escorted to the prison = τὸν συνόδεψαν ὥς τὴ φυλακή.

Innocent ἀντίθετο τοῦ guilty.

Τὸ ρῆμα **accuse** = κατηγορῶ καὶ **accusation** = κατηγορία. Συνώνυμο τοῦ accuse, τὸ ρῆμα **blame** = κατηγορῶ, αἰτιῶμαι, π.χ.:

They blamed him for not being on time = τὸν κατηγόρησαν, ὅτι δὲν ἦταν στὴν ὥρα του.

Τὸ ρῆμα **prove** = ἀποδεικνύω καὶ **proof** = ἔνδειξη, ἀπόδειξη. Ἡ λέξη proof στὸν πληθυντικὸ ἀριθμὸ παίρνει ἕνα **-s, proofs**. Δὲν ἀλλάζει ἡ κατάληξη ἀπὸ **-f** σὲ **-ves**. Εἶναι ἡ ἐξαίρεση τοῦ κανόνα. Τὸ ρῆμα prove τὸ συναντᾶμε καὶ σὰν improve καὶ improvement, π.χ.:

They wanted to improve the conditions of their working lives = αὐτοὶ ἤθελαν νὰ καλυτερέψουν τὶς συνθῆκες τῆς ζωῆς τους.
Conditions have improved greatly during recent years = οἱ συνθῆκες ἔχουν καλυτερέψει πολὺ κατὰ τὴν διάρκεια τῶν τελευταίων ἐτῶν.
Do you want to improve your knowledge of English? = θέλετε νὰ καλυτερέψετε τὶς γνώσεις σας στὴν ἀγγλική;
Has your knowledge of English improved during the last few months? = ἔχουν καλυτερέψει οἱ γνώσεις σας τῆς ἀγγλικῆς κατὰ τὴν διάρκεια τῶν τελευταίων μηνῶν;
I do not see much improvement in your work = δὲν βλέπω μεγάλη καλυτέρεψη στὴν δουλειά σας.
There has been little improvement in the weather = ἔχει γίνει (μικρὴ) λίγη καλυτέρεψη στὸν καιρό.
Your written work this week is an improvement on last week's work = ἡ γραπτὴ ἐργασία σας αὐτῆς τῆς ἑβδομάδας εἶναι μιὰ καλυτέρευση (εἶναι καλύτερη) ἀπὸ τὴν ἐργασία σας τῆς περασμένης ἑβδομάδας.
He was proved wrong = ἀποδείχτηκε, ὅτι ἔκανε λάθος.
They proved him guilty = τὸν ἔβγαλαν (ἀπέδειξαν) ἔνοχο.

Τὸ ρῆμα **suspect** = ὑποπτεύομαι = imagine to be guilty, without having any proof = νὰ φαντάζωνται ὅτι εἶσαι ἔνοχος χωρὶς νὰ ἔχουν καμιὰ ἔνδειξη.

Suspect = ὕποπτος, οὐσιαστικό: a person who is suspected of a crime, π.χ.:

They suspected that the thief was a neighbor = ὑποπτεύθηκαν, ὅτι ὁ κλέφτης ἦταν ἕνας γείτονας.

Luck = τύχη,
lucky = τυχερός,
luckily = εὐτυχῶς,
unluckily = δυστυχῶς,
luck = fortune, chance.

Lucky = one who is fortunate, favored by luck. Ἀντίθετο τὸ unlucky, π.χ.:

He was very lucky because he found his lost purse = ἦταν πολὺ τυχερὸς, γιατὶ βρῆκε τὸ χαμένο του πορτοφόλι.
We all wished him good luck = ὅλοι μας τοῦ εὐχηθήκαμε καλὴ τύχη.
Unluckily we could not find a taxi and walked home in the rain = δυστυχῶς δὲν μπορέσαμε νὰ βροῦμε ἕνα ταξὶ καὶ πήγαμε στὸ σπίτι περπατώντας μέσα στὴν βροχή.

Permission = ἄδεια. Τὸ ρῆμα εἶναι **permit** = ἐπιτρέπω. **Permit** = allow, consent to. Ἀντίθετο τὸ **forbid** = ἀπαγορεύω. **Permission** = consent of a person to do something, or go somewhere . . . Ἀντίθετο prohibition, π.χ.:

They gave him the permission to go there = τοῦ ἔδωσαν τὴν ἄδεια νὰ πάη ἐκεῖ.

Chance = εὐκαιρία, πιθανότητα. Συνώνυμα opportunity, occasion, π.χ.:

He lost the opportunity to buy a good house = ἔχασε τὴν εὐκαιρία νὰ ἀγοράση ἕνα καλὸ σπίτι.

Murder = δολοφονῶ, σκοτώνω = kill. **Murderer** = ἐγκληματίας, δολοφόνος, π.χ.:

She likes to go to the movies and see films about murder = τῆς ἀρέσει νὰ πηγαίνη στὸν κινηματογράφο καὶ νὰ βλέπη ἔργα γιὰ δολοφονίες.
The murderer ran away but the policemen caught him = ὁ δολοφόνος ἔφυγε μακριά, ἀλλὰ οἱ ἀστυνομικοὶ τὸν ἔπιασαν.

'Η ἔκφραση **all at once** = ξαφνικά, ἔχει συνώνυμο τὸ suddenly, π.χ.:

All at once the sky became dark and it started to rain = ξαφνικὰ ὁ οὐρανὸς σκοτείνιασε κι ἄρχισε νὰ βρέχη.
We were walking along Sixth Avenue when all at once we fell on an old friend of ours = περπατούσαμε κατὰ μῆκος τῆς Ἕκτης Λεωφόρου, ὅταν ξαφνικὰ πέσαμε ἐπάνω σ' ἕναν παλιό μας φίλο.

'Η ἔκφραση **once and for all** = μιὰ καὶ καλή, ἔχει συνώνυμη τὴν in a final manner, definitely, π.χ.:

I told him once and for all that I wouldn't go there = τοῦ εἶπα μιὰ καὶ καλή, ὅτι δὲν θὰ πάω ἐκεῖ.
She said that she should stop once and for all telephoning her late at night = εἶπε, ὅτι θὰ σταματοῦσε μιὰ καὶ καλὴ νὰ τῆς τηλεφωνῆ ἀργὰ τὸ βράδυ.

'Η ἔκφραση **fill out** = συμπληρώνω καὶ **fill with** = γεμίζω. **Fill out** = complete (said of blanks) = λέγεται γιὰ κενά, π.χ.:

Please fill out the blanks with prepositions = παρακαλῶ, συμπληρῶστε τὰ κενὰ μὲ προθέσεις.
His pockets were filled with gold articles = οἱ τσέπες του ἦταν γεμάτες μὲ χρυσὰ εἴδη.
Everyone must fill out an application blank giving his name, address, previous position = ὁ καθένας πρέπει νὰ συμπληρώση τὰ κενὰ μιᾶς αἰτήσεως δίνοντας τὸ ὄνομά του, διεύθυνση, προηγούμενη θέση (κατάσταση).
When I went for my passport I had to fill out a half dozen different forms = ὅταν πῆγα γιὰ τὸ διαβατήριό μου, ἔπρεπε νὰ συμπληρώσω μισὴ ντουζίνα διαφορετικοὺς τύπους.

EXERCISE 324

'Απαντῆστε στὶς ἐρωτήσεις:

Did he reach his destination calm?
Why was he trembling?

Was the room in light?
Did he think he saw something on the floor?
Where was the switch?
Did he enter the room?
What did his feet touch?
Were his fingers shaking?
Did he like to look at Strong's face?
What did the body exercise on him?
What did he hear?
Who came into the room?
What was he holding?
How was the inspector?
What did he tell Dunne?
Was Dunne the first he could have suspected?
Where did Dunne want to go?
What did he want to take?
Did the inspector go with him?
What did Dunne find on the floor?

EXERCISE 325

Συμπληρῶστε τὶς προτάσεις:

A thief who breaks into a house is a . . . .
To kill someone is to . . . .
To play cards or other games for money is . . . .
To give up a job is to . . . .
An inspector is . . . .
A revolver is a . . . .
A guilty man is one who . . . .
The inside covering of a glove, coat etc. is . . . .
The place of execution is . . . .
A murderer is a . . . .
Dawn is . . . .
To feel queer is to . . . .
To switch the light on is to . . . .
Don't reply is . . . .

EXERCISE 326

Δῶστε συνώνυμα στὶς ἐκφράσεις:

Destination.
To switch on and off.
To flood a space.
To exercise your capacity on someone.
To inspect something.
To escort the prisoner to the prison.
To accuse someone.
To improve my conditions.
To prove something wrong.
To suspect someone.
To be lucky in doing something.
To be permitted to go somewhere.
To have the chance of doing something.
To murder someone.
All of a sudden she left.
Once and for all.
He filled out the blanks.
Guilty is the opposite of . . . .
To consider.
Unluckily I didn't go.

EXERCISE 327

Γράψτε λέξεις ἀντίθετες σὲ ἔννοια μὲ τὶς ἀκόλουθες:

Guilty
Sell
Modern
Dawn
Reply
To pick up
Switch on
Leave

Find
Darknesss

EXERCISE 328

Answer the questions:

Do you like to take care of young children?
Do you go to the movies frequently?
Did you have a good time at the party last night?
Who used to be your English teacher before you began to study your present class?
What time did you wake up this morning?
Is it easy or difficult for you to learn things by heart?
What part of the United States does your English teacher come from?
Do women like to work than to keep a house?
Is John getting along well with his examinations?
Did you tell her to put out the lights before she leaves the house?

EXERCISE 329

Γράψτε τὸν σωστὸ χρόνο τοῦ ρήματος, ποὺ εἶναι στὴν παρένθεση:

She told me his name after he (leave).
He (do) nothing before he saw me.
My friend enjoyed his food as soon as he (taste) it.
He thanked me for what I (do).
I (be) sorry that I had hurt him.
After they had gone I (sit) down and (rest).
Did you post the letter after you (write) it?
As soon as you (go) I wanted to see you again.
They dressed after they (wash).
After I had heard the news I (hurry) to see him.
She told me her name after I (ask) her twice.

Before we (go) very far, we found that we (lose) our way.
After you (go) I went to sleep.
I read the book after I (finish) my work.
When we arrived, the dinner already (begin).
He died after he (be) ill a long time.
My friend (not see) me for many years when I met him last week.

EXERCISE 330

Συμπληρῶστε στὰ κενὰ προθέσεις:

If you insist . . . it, I'll go.
I'll take care . . . getting the tickets.
I will play tennis . . . the basketball team.
I like to spend all my time . . . reading.
Our house is not far . . . the corner.
He borrowed the book . . . John.
He always sits . . . of the car.
She had to go . . . bed early.
I got up . . . 7.
He works . . . an insurance company.

XXXV

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 324

No, he reached it, bathed in perspiration.
He was trembling because he was afraid.
No, the room was in darkness.
He thought he saw something dark on the floor.
The switch was near the body.
Yes, he entered the room frightened.
His feet touched something soft.
Yes, his fingers were shaking.
No, he didn't but the body exercised a fascination on him.
The body exercised a dreadful fascination over him.
He heard a voice telling him to put up his hands.
Strong's son came into the room.
He was holding a revolver.
The inspector liked to talk about the murder.
He told Dunne he was the last he could have suspected.
No, he was the last.
He wanted to go to his house to take an overcoat.
He wanted to take an overcoat because he felt cold.
Yes, he went with him.
He found the missing glove.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 325

A thief who breaks into a house is a burglar.
To kill someone is to murder him.
To play cards or other games for money is to gamble.
To give up a job is to quit it.

An inspector is a police officer.
A revolver is a gun.
A guilty man is one who has done something wrong.
The inside covering of a glove, coat etc., is a lining.
The place of execution is a scaffold.
A murderer is a killer.
Dawn is the early part of the day.
To feel queer is to feel strange.
To switch the light on is to turn it on.
Don't reply is don't answer.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 326

Place of the end of a journey.
To turn on and off.
To cover it with water.
To train your capacity on someone.
To look closely at someone (to watch).
To accompany the prisoner to the prison.
To blame someone.
To do my conditions better.
To show something wrong.
To imagine that someone is guilty.
To be fortunate in doing something.
To be allowed to go somewhere.
To have the opportunity of doing something.
To kill someone.
Suddenly she left.
In a final manner.
He completed the blanks.
Guilty is the opposite of innocent.
To think.
Unfortunately I didn't go.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 327

Innocent.

Buy.
Old fashioned.
Night.
Ask.
To throw away.
To turn off.
To go.
To lose.
Light.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 328

Yes, I like to take care of young children.
Yes, I go to the movies frequently.
No, I didn't have a good time.
Mrs Scott used to be my English teacher.
I woke at six o'clock sharp.
It is easy for me to learn things by heart.
She comes from Washington.
Some like to work and others like to keep a house.
Yes, he is getting along well with them.
No, I forgot to tell her to put the lights out.

Παρατήρηση : Οἱ ἀσκήσεις 329 καὶ 320 νὰ διορθωθοῦν ἀπὸ τοὺς σπουδαστάς μας ὕστερα ἀπὸ σχετικὴ ἐπανάληψη.

VOCABULARY

humility	(hιουμίλιτι)	=	ταπεινοφροσύνη
arrogant	(άρογκαντ)	=	ὑπερήφανος-η-ο
humble	(hαμπλ)	=	ταπεινὸς-ὴ-ὸ
ashamed	(αechέϊμντ)	=	ντροπιασμένος-η-ο
declare	(ντικλαέρ)	=	διακηρύττω, δηλώνω
pillar	(πίλαρ)	=	κολώνα
recognition	(ρεκογκνίchιεν)	=	ἀναγνώριση
plung	(πλαντj)	=	βουτῶ
investigatory	(ινβεστιγκέϊτορι)	=	ἐρευνητικὸς-ὴ-ὸ
improbable	(ινπρόμπαμπλ)	=	ἀπίθανος-η-ο
pride	(πράϊντ)	=	ὑπηρηφάνεια

ingenuity	(ινγκενιούϊτι)	=	εὐφυΐα
conclude	(κονκλούντ)	=	συμπεραίνω
leaf	(λίιφ)	=	φύλλο
heat	(hιτ)	=	ζέστη
invigorating	(ινβιγκορέϊτινγκ)	=	ζωογόνος
lazy	(λέϊζι)	=	τεμπέλης
chimney	(τchίμνι)	=	καπνοδόχος
temperature	(τέμπερατchιουρ)	=	θερμοκρασία
furnace	(φέρνες)	=	κλίβανος
basement	(μπέϊζμεντ)	=	ὑπόγειο
burn	(μπερν)	=	καίω
shovel	(chόβελ)	=	φτυάρι
coalbin	(κόουλμπιν)	=	ἀποθήκη γιὰ κάρβουνα
scoop	(σκουπ)	=	ἀδειάζω
bill	(μπιλ)	=	λογαριασμὸς
bother	(μπάδερ)	=	ἐνόχληση
draft	(ντραφτ)	=	σύρτης, ἀσφάλεια
briefcase	(μπρίφκέϊς)	=	χαρτοφύλακας
contract	(κοντρὰκτ)	=	συμβόλαιο
rat	(ρατ)	=	ἀρουραῖος
animal	(αένιμαλ)	=	ζῶο
foreign	(φάριν)	=	ξένος
well	(γουὲλ)	=	πηγάδι
extinguish	(εξτίνγκουϊch)	=	ἐξαλείφω
ash	(αch)	=	στάχτη
refuse	(ριφιοὺζ)	=	ἀρνοῦμαι
chapter	(τchάπτερ)	=	κεφάλαιο
raise	(ρέϊζ)	=	αὔξηση
salary	(σάλαρι)	=	μισθὸς
huge	(χιουτj)	=	πελώριος-α-ο
paint	(πέϊντ)	=	μπογιὰ
greet	(γκριτ)	=	χαιρετῶ
be set	(σετ)	=	τακτοποιῶ
observe	(ομπζὲρβ)	=	παρατηρῶ
bright	(μπράϊτ)	=	φωτεινὸς-ὴ-ὸ
shout	(chάουτ)	=	κραυγάζω
freckle	(φρικλ)	=	φακίδες
schedule	(σκέντjουλ)	=	πρόγραμμα, δρομολόγιο

bulletin board	(μπούλετιν μπόουρντ)	=	πίνακας ἀνακοινώσεων
typing	(τάϊπινγκ)	=	δακτυλογραφία
type	(τάϊπ)	=	δακτυλογραφῶ
convince	(κονβὶνς)	=	πείθω
mad	(μαεντ)	=	θυμωμένος-η-ο
blew up	(μπλιοὺ απ)	=	ἀνατινάζω
basement	(μπέϊζμεντ)	=	ὑπόγειο
blame	(μπλέϊμ)	=	κατηγορῶ
sore	(σορ)	=	θυμωμένος
suppose	(σαπὸζ)	=	ὑποθέτω
homely	(χόμιλι)	=	ἄσχημος-η-ο
judge	(ντjαντj)	=	κρίνω
start	(σταρτ)	=	ξεκινῶ
boss	(μπος)	=	ἀφεντικὸ
alter	(ἄλτερ)	=	ἀλλάζω γνώμη
temporaly	(τέμποραλι)	=	πρὸς τὸ παρὸν
export department	(εξπορτ ντιπάρτμεντ)	=	τμῆμα ἐξαγωγῶν
recover	(ρικόβερ)	=	ἀναλαμβάνω
loss	(λος)	=	χάσιμο
cancel	(κάνσελ)	=	ἀναβάλλω
on account	(εκάουντ)	=	ἐξ αἰτίας, γιὰ λογαριασμὸ
rush	(ρach)	=	ὁρμῶ
trust	(τραστ)	=	ἐμπιστεύομαι
candy	(καέντι)	=	ζαχαρωτά, γλυκίσματα
kid	(κιντ)	=	παιδὶ
back	(μπαεκ)	=	κάνε πίσω
head	(hεντ)	=	κατευθύνομαι
precious	(πρέσιους)	=	πολύτιμος-η-ο
contain	(κοντέϊν)	=	περιέχω
valuable	(βάλιοαμπλ)	=	πολύτιμος-η-ο (precious)
advertising	(αντβερτάϊσινγκ)	=	διαφημιστικὸς-ὴ-ὸ
arrange	(αερέϊντj)	=	τακτοποιῶ
pile	(πάϊλ)	=	σωρὸς
hurriedly	(χάριεντλι)	=	βιαστικὰ
put aside	(πουτ αεσάϊντ)	=	παραμερίζω
brunette	(μπριουνὲτ)	=	καστανὴ
make a point	(μέϊκ ε πόϊντ)	=	κάνω θέμα

kid	(κιντ)	=	κοροϊδεύω
guess	(γκες)	=	μαντεύω
dictation pad	(ντικτέchιεν παεντ)	=	μπλὸκ στενογραφίας
be worth	(μπι γουρθ)	=	ἀξίζω
evidently	(έβιντέντλι)	=	φανερὰ
fur	(φερ)	=	γούνα
customer	(κάστομερ)	=	πελάτης
hook	(hουκ)	=	τσιγκέλι, καρφὶ
omit	(ομὶτ)	=	παραλείπω
count on	(κάουντ ον)	=	ὑπολογίζω
gain	(γκέϊν)	=	κερδίζω
shy	(chάϊ)	=	δειλός, ντροπαλὸς-ὴ-ὸ
frog	(φρογκ)	=	βάτραχος
moon	(μουν)	=	φεγγάρι
olive	(όλιβ)	=	ἐλιὰ
desert	(ντέζερτ)	=	ἔρημος
event	(ιβὲντ)	=	γεγονὸς
click	(κλικ)	=	ἦχος
porch	(πορτch)	=	βεράντα
cordially	(κόρντιαλι)	=	εὐγενικά, ἐγκάρδια
disappoint	(ντισαπόϊντ)	=	ἀπογοητεύω
it is none of my business		=	δὲν εἶναι δική μου δουλειὰ
affair	(αφέαρ)	=	ὑπόθεση
be excited	(εξάϊτιντ)	=	ἐκνευρίζομαι, ἀνυπομονῶ
proverb	(πρόβερμπ)	=	παροιμία
difficulty	(ντίφικαλτι)	=	δυσκολία
chief	(τchιφ)	=	σπουδαιότερος, ἀρχηγὸς
examine	(εγκζάμιν)	=	ἐξετάζω
postpone	(πόστπὸν)	=	ἀναβάλλω

A USEFUL TEST

Θὰ σᾶς δώσουμε τώρα μερικὲς ἀσκήσεις, ἀπὸ τὶς πιὸ εὔκολες, ποὺ δόθηκαν πρὶν λίγα χρόνια γιὰ τὸ Proficiency τοῦ Michigan. Ἔτσι θὰ ἐξοικειωθῆτε καὶ σ' αὐτοῦ τοῦ εἴδους τὶς ἀσκήσεις. Τὶς λύσεις τῶν ἀσκήσεων μὲ παρατηρήσεις θὰ τὶς βρῆτε παρακάτω. Ἂς ἀρχίσουμε λοιπόν:

ΜΕΡΟΣ ΠΡΩΤΟ

ΓΡΑΜΜΑΤΙΚΗ
I. CONVERSATIONAL GRAMMAR

Instructions

Each question in this part of the test is a conversation between two people. In each conversation a word (or group of words) is left out. Following the conversation are four words (or groups of words) which might be used in the incomplete conversation. You are to select the word (or group of words) which would be used by a speaker of English and which will best fit into the conversation.

Example A:
«Bill is a studend at the University»
«What . . . . ?»
1. do he study
2. he studies
+ 3. does he study
4. do he studies

The third phrase «does he study» best fits into the conversation. To show that this phrase (number 3) is the best answer, a check has been made opposite number «3». Answer all questions in this manner, and remember that you may mark only ONE answer for each question.

Ὁδηγίες

Κάθε ἐρώτηση αὐτοῦ τοῦ μέρους τοῦ τέστ εἶναι μία συνομιλία μεταξὺ δύο ἀτόμων. Σὲ κάθε συνομιλία παραλείπεται μιὰ λέξη ἢ μιὰ ὁμάδα λέξεων. Μετὰ τὴ συνομιλία ὑπάρχουν τέσσερις λέξεις (ἢ ὁμάδες λέξεων), ποὺ μποροῦν νὰ χρησιμοποιηθοῦν στὴν ἀτελῆ (ἐλλιπῆ) συνομιλία. Πρέπει νὰ διαλέξετε τὴ λέξη (ἢ τὴν ὁμάδα λέξεων) ποὺ θὰ ἐχρησιμοποιεῖτο ἀπὸ ἕναν ὁμιλητὴ τῆς ἀγγλικῆς καὶ ποὺ θὰ ταίριαζε καλύτερα στὴ συνομιλία.

Παράδειγμα:
«Bill is a student at the University»

What . . . . ?

1. Do he study
2. He studies
+ 3. Does he study
4. Do he studies

Ἡ τρίτη φράση «does he study» ταιριάζει καλύτερα στὴ συνομιλία. Γιὰ νὰ δείξουμε, ὅτι αὐτὴ ἡ φράση (ἀριθμ. 3) εἶναι ἡ καλύτερη ἀπάντηση, βάζουμε ἕναν σταυρὸ (+) ἀπέναντι ἀπὸ τὸν ἀριθμὸ 3. Ἀπαντῆστε σ' ὅλες τὶς ἐρωτήσεις μ' αὐτὸν τὸν τρόπο καὶ θυμηθῆτε, ὅτι μπορεῖτε νὰ σημειώσετε ΜΟΝΟ ΜΙΑ ἀπάντηση γιὰ κάθε ἐρώτηση.

1. «Where did Mary get the ticket for the concert?»
«John gave . . . .»

1. his ticket her
2. her ticket of his
3. to her his ticket
4. her his ticket

2. «Where is George going?»
«I don't know Why don't you ask him where . . . . »

1. going is he
2. is he going
3. he to go
4. he is going

3. «George came yesterday, didn't he?»
«Yes, and he is . . . . here today».

1. anymore
2. yet
3. still
4. since

4. «John knows French very well»
«I wish I . . . . it as well»

1. know
2. known
3. knowing
4. knew

5. «Will John go to the movies with us?»
«No, he is . . . . busy to go»
1. too
2. such
3. so
4. very

6. «We went to two plays last week»
«I heard hat they were . . . . »
1. interested
2. interest
3. interesting
4. interests

7. «Did you see the movie last night?»
«No, I hope . . . . tonight»
1. go
2. to go
3. to going
4. going

8. «Is Nancy very smart?»
«Yes, Her test score showed . . . . . a good student»
1. she were
2. that she been
3. her was
4. her to be

9. «May I help you?»
«Thank you, I need . . . . »
1. a little
2. a few
3. any
4. at least

10. «Did you see her?»
«No, but . . . . there I would have»
1. had she been
2. was she

3. she was
4. she had been

ΜΕΡΟΣ ΔΕΥΤΕΡΟ

II. VOCABULARY

Instructions

This part of the test consists of a sentence, with one underlined word and four answer choices. Read the sentence carefully and then select the ONE word or phrase which is nearest the meaning of the underlined word in the sentence.

Example B:

I thought that the food was superb.

+ 1. very good
  2. very bad
  3. too little
  4. too hot

The first phrase «very good» is the answer choice having the nearest meaning of «superb» in this sentence. Put a check in the space opposite «1». Answer all quetions in this manner, and remember that you may mark only ONE answer for each question.

Ὁδηγίες

Αὐτὸ τὸ μέρος τοῦ τὲστ ἀποτελεῖται ἀπὸ μιὰ πρόταση μὲ μιὰ ὑπογραμμισμένη λέξη καὶ τέσσερις ἀπαντήσεις γιὰ διάλεγμα. Διαβάστε προσεκτικὰ τὴν πρόταση καὶ τότε διαλέξτε τὴ ΜΙΑ λέξη ἢ φράση, ποὺ πλησιάζει περισσότερο στὴ σημασία τῆς ὑπογραμμισμένης λέξης μέσα στὴν πρόταση.

Παράδειγμα Β:

I thought that the food was superb.

\+ 1. very good
2. very bad
3. too little
4. too hot

Ἡ πρώτη φράση «very good» (πολὺ καλὸς) εἶναι ἡ ἀπάντηση, ποὺ πλησιάζει περισσότερο στὴ σημασία τοῦ «superb» (ὑπέροχος) μέσα στὴν πρόταση. Βάλτε ἕναν σταυρὸ (+) στὸ χῶρο ἀπέναντι ἀπὸ τὸ «1». Ἀπαντῆστε σ' ὅλες τὶς ἐρωτήσεις μὲ τὸν ἴδιο τρόπο καὶ θυμηθῆτε, ὅτι μπορεῖτε νὰ σημειώσετε ΜΟΝΟ ΜΙΑ ἀπάντηση γιὰ κάθε ἐρώτηση.

11. Charles attempted to finish all his work before lunch.

1. failed
2. wanted
3. needed
4. tried

12. At the time, the city government was very corrupt.

1. weak
2. careful
3. dishonest
4. perfect

13. The farmers dreaded the arrival of the rainy season.

1. hoped for
2. needed
3. feared
2. waited for

14. Gloria's intelligence and ability are not apparent when you first meet her.

1. easily seen
2. very good
3. too useful
4. really poor

15. The horse looked enormous to the little boy.

1. very big
2. very friendly
3. very black
4. very wild

16. My friends will depart at five o'clock.

1. meet
2. call
3. run
4. leave

17. Tom and Bill had a quarrel yesterday.

1. test
2. fight
3. meeting
4. party

19. She is a very considerate person.

1. busy
2. thoughtful
3. happy
4. foolish

19. John made a blunder at the party.

1. joke
2. speech
3. mistake
4. drink

20. Albert occasionally eats at a restaurant.

1. always
2. never

3. sometimes
4. often

ΜΕΡΟΣ ΤΡΙΤΟ

III. READING COMPREHENSION

Instructions

This part of the test consists of a reading passage and several multiple choice questions about the passage. Read the passage carefully and decide on the ONE best answer for each question according to the meaning of the passage.

Example C:

Abraham Lincoln was one of the greatest men of the United States. He had many bitter enemies, however, and many disappointments among the members of his party and his generals. His greatness is admitted now more than during his lifetime.

According to this paragraph, Lincoln

1. is admired no more now than during his lifetime
2. was admired more during his lifetime than now
3. + is admired more now than during his lifetime
4. has never been admired in the United States.

Phrase number «3» is correct according to the passage. Make a check opposite «3» to show that this is the correct answer.

Ὁδηγίες

Αὐτὸ τὸ μέρος τοῦ τὲστ περιέχει ἕνα ἀπόσπασμα ἀπὸ κείμενο καὶ πολλὲς ἐρωτήσεις πάνω στὸ κείμενο. Διαβάστε προσεκτικὰ τὸ κείμενο καὶ ἀποφασί-

στε γιὰ τὴ ΜΙΑ καλύτερη ἀπάντηση γιὰ κάθε ἐρώτηση σύμφωνα μὲ τὴν ἔννοια τοῦ κειμένου.

Παράδειγμα C:

Abraham Lincoln was one of the greatest men of the United States. He had many bitter enemies, however, and many disappointments among the members of his party and his generals. His greatness is admitted now more than during his lifetime.

Σύμφωνα μ' αὐτὴν τὴν παράγραφο, ὁ Lincoln

1. is admired no more now than during his lifetime
2. was admired more during his lifetime than now

\+ 3. is admired more now than during his lifetime

4. has never been admired in the United States

Ἡ φράση ἀριθμ. «3» εἶναι ἡ σωστὴ σύμφωνα μὲ τὸ κείμενο. Βάλτε ἕναν σταυρὸ (+) ἀπέναντι ἀπὸ τὸ «3» γιὰ νὰ δείξετε, ὅτι αὐτὴ εἶναι ἡ σωστὴ ἀπάντηση.

The American has no perception of all those factors that in Europe separate, differentiate, and discriminate. What of the political parties, for example? In Europe they are divided by their social and political ideals. There are, of course, political differences in America, but in the first place they are very few, and in the second they are slight. The European is surprised to find how little difference there is between the tendencies of the two principal parties, the Republicans and te Democrats. Men change their party without conscientious scruples, and they are not therefore accused of moral weakness. Even religion does not create such radical divisions as in Europe, although the number of sects and confusions is far greater than with us.

21. According to the passage, political differences in the United States

    1. are greater than those in Europe
    2. are smaller than those in Europe
    3. are about the same as those in Europe
    4. are dependent on religious beliefs.

22. By «change their party» the author means that men

    1. lose interest in politics
    2. change the social and political ideals of their party
    3. leave one political party and join another
    4. vote for a person, not a party.

23. According to the passage,

    1. the European people are divided by social and political ideals
    2. European political parties are divided by social and political ideals
    3. Americans are not as interested in politics as Europeans
    4. the Americans are divided by social and political ideals

24. The author says that religion in the United States

    1. is radical
    2. creates division
    3. is not important
    4 is divided into many sects

25. The author of the passage is apparently

    1. a European

2. an American politician
3. an American clergyman
4. an American in Europe

Παραθέτουμε τώρα τὶς σωστὲς λύσεις τοῦ Α Μέρους (Conversational Grammar) τοῦ παραπάνω προκαταρκτικοῦ test.

CONVERSATIONAL GRAMMAR

1. «Where did Mary get the ticket for the concert?»
   «John gave . . . . »
   1. his ticket her
   2. her ticket of his
   3. to her his ticket
   + 4. her his ticket

2. «Where is George going?»
   «I don't know. Why don't you ask him where . . . . . »
   1. going is he
   2. is he going
   3. he to go
   + 4. he is going

3. «George came yesterday, didn't he?»
   «Yes, and he is . . . . . here today.»
   1. anymore
   2. yet
   + 3. still
   4. since

4. «John knows French very well»
   «I wish I . . . . . it as well»
   + 1. know
   2. known
   3. knowing
   4. knew

5. «Will John go to the movies with us?»
«No, he is . . . . . busy to go»
+ 1. too
2. such
3. so
4. very

6. «We went to two plays last week.»
«I heard that they were . . . . »
1. interested
2. interest
+ 3. interesting
4. interest

7. «Did you see the movie last night?»
«No, I hope . . . . tonight.»
1 go
+ 2. to go
3. to going
4. going

8. «Is Nancy very smart?»
«Yes, Her test score showed . . . . . a good student.»
+ 1. she were
2. that she been
3. he was
4. her to be

9. «May I help you?»
«Thank you. I need . . . . . »
+ 1. a little
2. a few
3. any
4. at least

10. «Did you see her?»
«No, but . . . . . there I would have.»
+ 1. had she been
2. was she

3. she was
4. she had been

ΠΑΡΑΤΗΡΗΣΕΙΣ

Παραθέτουμε παρατηρήσεις γιὰ τὶς λύσεις τοῦ Α Μέρους (Conversational Grammar) τοῦ διαγωνίσματος.

1. Ὅταν ἔχουμε δύο ἀντικείμενα, ἄμεσο καὶ ἔμμεσο μὲ πρόθεση, μπαίνει πρῶτα τὸ ἄμεσο κι ὕστερα τὸ ἔμμεσο μὲ πρόθεση, π.χ.:

I gave a book (ἄμεσο) to Mary (ἔμμεσο).

Ὅταν ὅμως τὸ ἔμμεσο ἀντικείμενο εἶναι **προσωπικὴ ἀντωνυμία**, τότε προηγεῖται τοῦ ἀμέσου ἀντικειμένου, π.χ.:

John gave her (ἔμμεσο) his ticket (ἄμεσο).

2. Στὸν πλάγιο λόγο, δὲν ἀντιστρέφουμε ρῆμα καὶ ὑποκείμενο στὴν ἐρώτηση, ὅπως στὸν εὐθὺ λόγο. Ἔτσι θὰ ποῦμε:

Why don't you ask him where he is going κι ὄχι where is he going.

5. Τὸ too χρησιμοποιεῖται, γιὰ νὰ δείξῃ ὑπερβολή. Περιέχει ἀποδοκιμασία τοῦ ὁμιλητῆ, ἐν ἀντιθέσει μὲ τὸ very. Ἐφ' ὅσον λοιπὸν στὸ παράδειγμά μας (5) ἀπαντοῦμε ἀρνητικὰ (ἀρχίζει μὲ τὸ no), θὰ βάλουμε too κι ὄχι very.

6. Interesting θὰ πῆ ἐνδιαφέρων.
Interest θὰ πῆ τὸ συμφέρον, τὸ ἐνδιαφέρον σὰν οὐσιαστικό.
Interested θὰ πῆ ἐνδιαφερόμενος.
Ἄρα τὸ σωστὸ εἶναι τὸ interesting.

8. Τὸ ρῆμα τῆς εἰδικῆς προτάσεως συμφωνεῖ μὲ τὸ ρῆμα τῆς κυρίας προτάσεως κατὰ **χρόνον**. Πάντοτε ὑπάρχει μιὰ ἀντιστοιχία χρόνων σ' αὐτὸ τὸ σχῆμα τοῦ λόγου. Ἔτσι ὅταν τὸ ρῆμα τῆς κυρίας προτάσεως εἶναι στὸν

᾽Αόριστο, καὶ τὸ ρῆμα τῆς εἰδικῆς προτάσεως θὰ μπῆ στὸν ᾽Αόριστο κι αὐτό, κι ὅταν ἀκόμη ἔχη σημασία ᾽Ενεστώτα.

Γι᾽ αὐτὸ πρέπει νὰ ποῦμε:

Her test score showed (that) she were a good student.

10. ᾽Εδῶ στὸ 10ον παράδειγμα ἔχουμε ὑποθετικὸ λόγο μὲ συνθέτους χρόνους.

῾Η ὑπόθεση εἶναι if she had been there κι ἡ ἀπόδοση I would have (seen her).

Στὴν ἀγγλικὴ γλώσσα ὅμως παραλείπεται πολλὲς φορὲς τὸ if στὴν ὑπόθεση, **ὁπότε γίνεται ἀντιστροφὴ τοῦ ρήματος καὶ τοῦ ὑποκειμένου**. Αὐτὴ εἶναι περίπτωση τοῦ παραδείγματός μας.

No, but had she been there (if she had been there)
I would have (seen her).

Παραθέτουμε τώρα τὶς λύσεις τοῦ Β′ καὶ Γ′ μέρους τοῦ τὲστ τοῦ Πανεπιστημίου τοῦ Michigan.

ΜΕΡΟΣ Β′

VOCABULARY

Charles a t t e m p t e d to finish all his work before lunch.

1. failed
2. wanted
3. needed
+ 4. tried

Attempted = ἐπεχείρησε.
Failed = παρέλειψε.
Wanted = ἤθελε.
Needed = χρειάστηκε.
Tried = δοκίμασε, ἐπεχείρησε.

Συνεπῶς πιὸ κοντὰ στὴν ἔννοια τοῦ attempted εἶναι ἡ ἔννοια τοῦ tried.

12. At that time, the city government was very c o r r u p t.

1. weak
2. careful
+ 3. dishonest
4. perfect

Corrupt = διεφθαρμένος.
Weak = ἀδύνατος.
Careful = προσεκτικός.
Dishonest = ἀνέντιμος.
Perfect = τέλειος.

Συνεπῶς πιὸ κοντὰ στὴν ἔννοια τοῦ corrupt εἶναι ἡ ἔννοια τοῦ dishonest.

13. The farmers d r e a d e d the arrival of the rainy season.

1. hoped for
2. needed
+ 3. feared
4. waited for

Dreaded = φοβήθηκαν.
Hoped for = ἤλπισαν.
Needed = χρειάστηκαν.
Feared = φοβήθηκαν.
Waited for = περίμεναν.

Ἄρα dreaded = feared.

14. Gloria's intelligence and ability are not a p p a r e n t when you first meet her.

+ 1. easily seen
2. very good
3. too useful
4. really poor

Apparent = εὐδιάκριτος, προφανής.
Easily seen = εὐδιάκριτος.
Very good = πολὺ καλός.
Too useful = ὑπερβολικὰ χρήσιμος.
Really poor = πραγματικὰ φτωχός.

Ἄρα apparent = easily seen.

15. The horse looked e n o r m o u s to the little boy.

+ 1. very big
2. very friendly
3. very black
4. very wild

Enormous = πελώριος.
Very big = πολὺ μεγάλος.
Very friendly = πολὺ φιλικός.
Very black = πολὺ μαῦρος.
Very wild = πολὺ ἄγριος.
Ἄρα enormous = very big.

16. My friends will d e p a r t at five o'clock.
1. meet
2. call
3. run
\+ 4. leave

Depart = ἀναχωρῶ.
Meet = συναντῶ.
Call = καλῶ.
Run = τρέχω.
Leave = φεύγω, ἀναχωρῶ.
Ἄρα depart = leave.

17. Tom and Bill had a q u a r r e l yesterday.
1. test
\+ 2. fight
3. meeting
4. party

Quarrel = φιλονικία.
Test = δοκιμασία.
Fight = μάχη.
Meeting = συνεδρίαση.
Party = πάρτυ.
Ἄρα quarrel = fight.

18. She is a very c o n s i d e r a t e person.
1. busy
\+ 2. thoughtful
3. happy
4. foolish

Considerate = συνετός.
Busy = ἀπασχολημένος.

Thoughtful = συνετός.
Happy = εὐτυχισμένος.
Foolish = ἀνόητος.
Ἄρα considerate = thoughtful

19. John made a blunder at the party.

1. joke
2. speech
+ 3. mistake
4. drink

Blunder = λάθος.
Joke = ἀστεῖο.
Speech = λόγος.
Mistake = λάθος.
Drink = ποτό.
Ἄρα blunder = mistake.

20. Albert occasionally eats at a restaurant.

1. always
2. never
+ 3. sometimes
4. often

Occasionally = ὅταν τύχη.
Always = πάντοτε.
Never = οὐδέποτε.
Sometimes = ἐνίοτε.
Often = συχνά.
Ἄρα occasionally = sometimes.

ΜΕΡΟΣ Γ'

READING COMPREHENSION

The American has no perception of all those factors that in Europe separate, differentiate, and discriminate. What of the political parties, for example? In Europe they are divided by their social and political ideals. There are, of course, political differences in America, but in the

first place they are very few, and in the second they are slight. The European is surprised to find how little difference there is between the tendencies of the two principal parties, the Republicans and the Democrats. Men change their party without conscientious scruples, and they are not therefore accused of moral weakness. Even religion does not create such radical divisions as in Europe, although the number of sects and confusions is far greater than with us.

21. According to the passage, political differences in the United States

1. are greater than those in Europe
+ 2. are smaller than those in Europe
3. are about the same as those in Europe
4. are dependent on religious beliefs.

22. By «change their party» the author means that men

1. lose interest in politics
2. change the social and political ideals of their party.
+ 3. leave one political party and join another.
4. vote for a person, not a party.

23. According to the passage

+ 1. the European people are divided by social and political ideals.
2. European political parties are divided by social and political ideals.
3. Americans are not as interested in politics as Europeans.
4. The Americans are divided by social and political ideals.

24. The author says that religion in the United States
1. is radical
2. creates division
3. is not important
+ 4. is divided into many sects

25. The author of the passage is apparently
+ 1. a European.
2. an American politician
3. an American clergyman.
4. an American in Europe.

Οἱ ἀπαντήσεις ποὺ σημειώνονται διὰ σταυροῦ (+) εἶναι οἱ προσφορότερες κι οἱ πιὸ κατάλληλες, ὅπως βγαίνει ἀπὸ τὸ κείμενο.

LETTER WRITING

BUSINESS LETTERS: GENERAL ADVICE

1. Referencing

When a firm has a lot of letters to deal with every day, it must have some system of arranging them, either according to subjects or according to persons, otherwise it would be very difficult to find any particular letter that was wanted. Most firms therefore put letters on a particular subject, or letters about a particular person, together, and keep them separate from letters on other subjects or about other people. To make it easy to find the correspondence about a particular subject or person, firms usually give each a reference number, or reference letters. For example, all letters about books might be filed under numbers beginning with 6. Among these, letters dealing with book orders might have references beginning with 61. Letters dealing with orders for books on engineering might then have the reference 618. And letters from particular individuals ordering books on engineering might have further numbers added, so that, for example, Mr W. H. Jones's letters ordering books on engineering, and the firm's answers to them, would all be filed under the reference number 618/J/21 (J because Mr Jone's name begins with

that letter, and 21 because he is the twenty-first person with a name beginning with J to order books on engineering). All letters sent to Mr Jones on this subject would therefore bear the reference number 618/J/21 at the top left, thus:

Ref. No. 618/J/21
W. H. Jones, Esq.,
13 Morley Road,
Winborne,
Dorset.

Messrs L. Smith & Co.,
236 Grange Street,
London, E. 8.
8th July, 1961

Dear Sir,

When you are answering a letter which has a reference number, you should always refer to this number; e. g. you could begin:

Messrs L. Smith & Co.,
236 Grange Street,
London, E. 8.

13 Morley Road,
Winborne,
Dorset.
10th July 1961

Dear Sirs,

Please refer to your letter (Ref. No. 618/J/21) of 8th July, 1961.
or you could do the following:

Your Ref./No./618/J/21
Messrs L. Smith & Co. Ltd.,
236 Grange Street,
London, E. 8.

13 Morley Road,
Wimborne,
Dorset.
10th July, 1961

Dear Sirs,

Please refer to your letter of 8th July, 1961.

Business firms sometimes give a number to an order, an estimate, an insurance policy, etc. This number then serves as a reference as well, and is sometimes put at the beginning of the main body of a letter, after Dear Sir,; e. g.

W. H. Jones, Esq.,
13 Morley Road,
Wimborne,
Dorset.

Messrs L. Smith & Co.,
236 Grange Street,
London, E. 8.
23rd July, 1961

Dear Sir,

Order No. J/21

We have much pleasure in acknowledging receipt of your order of 21st July, 1961.

In his reply to this letter, Mr Jones should use the reference Order No. J/21, so that Messrs L. Smith can find his file easily. He should write as follows:

Messrs L. Smith & Co.,
236 Grange Street,
London, E. 8.

13 Morley Road,
Wimborne,
Dorset.
24th July, 1961

Dear Sirs,

Order No. J/21

Thank you for your letter of 23rd July.

If both the sender and the receiver of a letter have a reference number the following can be done:

Our Ref. L/WJO/hk
Your Ref. 618/J/21

13 Morley Road,
Wimborne,
Dorset.

If you wish to refer to a letter that you yourself wrote, you should write as follows:

Please refer to my letter (Ref. No. L/WJO/hk) of 23rd July.

2. Enclosures

If you enclose anything in a letter, you should write Enc. at the bottom left of the body of the letter, so that anyone checking that everything that has to be put in the letter is in fact there can know what to look for, and so that the receiver of the letter can know whether everything that should have been in the envelope is in fact there. If there is more than one enclosure, write Encs., with the number of enclosures after it in brackets; e. g. if there are three enclosures:

Encs. (3) Yours faithfully,
W. M. Jones
(W. H. Jones)

3. Private, Personal, and Confidential

In many offices, a letter is opened by whoever happens to be available, whoever it may be addressed to. This person is often a typist or clerk. If you want your letter to be opened by one particular person, write his name at the beginning of the address on the envelope (e. g. do not write simply, Messrs L. Smith & Co., but J. F. Price, Esq., Messrs L. Smith & Co.; or, if it is a really private letter, and does not cornern Messrs L. Smith & Co. at all, write J. F. Price, Esq., C/O Messrs L. Smith & Co.). If you want the letter to be opened by the manager of the firm and by no one else, but you do not know his name, write The Manager, Messrs L. Smith & Co.

Whichever of these things you do, write PERSONAL or PRIVATE on both the envelope and the letter, at the top left. PERSONAL is preferable if the letter deals with Messrs. L. Smith's business, while PRIVATE is preferable if it does not. If the letter contains information that you want kept secret, write CONFIDENTIAL instead of PERSONAL or PRIVATE. If you want the letter to be opened by one particular person and its contents to be kept secret, write PERSONAL & CONFIDENTIAL.

Example:

Ref. LM /fgh /13
PERSONAL & CONFIDENTIAL

13 Morley Road,
Wimborne,
Dorset.
15th July, 1961

And the envelope:

PERSONAL & CONFIDENTIAL
G. F. Wright, Esq.,

4. c/o

When you write to somebody privately, but give a business address at which the letter is to be delivered to him, you should write as follows:

G. F. Wright, Esq.,
c/o Barclays Bank Ltd.,

When, however, someone is staying temporarily at a private address (e. g. on a visit), you should not use c/o, but write as follows:

G. F. Wright, Esq.,
at 13 Morley Road,

5. Stamped, self-addressed envelopes

If you submit a manuscript to a publisher and wish to have it returned should he not want it, or if you write to someone asking for advice as a favour, or if for any other reason you do not want to put the person you are writing to to more trouble and expense than is unavoidable, enclose an envelope with your letter, and put your address and the right amount in stamps on it, so that when the person you are

writing to has written his answer to you, all he needs to do is to put it in the envelope and drop it in a letter-box. If the person you are writing to is living in another country and you have not got any stamps of his country, you can (in most countries) buy an international reply voucher, which can be exchanged for stamps of the foreign country by the person receiving the letter.

ΠΑΡΑΤΗΡΗΣΕΙΣ

Ἡ λέξη **roll** = (ρόουλ) = κυλίω-ομαι, τυλίγω, χρησιμοποιεῖται σὰν οὐσιαστικὸ καὶ σὰν ρῆμα. Λέμε a large roll of clothes = the kind of cloth from which clothes are made = ἕνα μεγάλο ρολὸ ἀπὸ ροῦχα, τὸ εἶδος τοῦ ὑφάσματος, ἀπὸ τὸ ὁποῖο γίνονται τὰ ροῦχα.

unroll (ανρόουλ) = ξετυλίγω, π.χ.:

When a tailor has to make a suit he unrolls the cloth and cuts off as much as he will need = ὅταν ἕνας ράφτης πρέπη νὰ κάνη ἕνα κοστούμι, ξετυλίγει τὸ ὕφασμα καὶ κόβει τόσο ὅσο θὰ χρειασθῆ.

Ἐπίσης λέμε: **a roll of newsprint** = ἕνα ρολὸ ἀπὸ χαρτὶ ἐφημερίδων.

Newsprint = the kind of paper on which newspapers are printed = τὸ εἶδος χαρτιοῦ, στὸ ὁποῖο τυπώνονται οἱ ἐφημερίδες, π.χ.:

Look at this man; he is heavy and fat, look at the rolls of fat under his chin = κύτταξε αὐτὸν τὸν ἄντρα, εἶναι βαρὺς καὶ παχύς, κύτταξε τὶς σειρὲς ἀπὸ πάχος κάτω ἀπὸ τὸ σαγόνι του (προγούλια).

Νὰ καὶ μερικὰ παραδείγματα μὲ τὸ ρῆμα roll:

The two men are rolling up a carpet = οἱ δύο ἄντρες κυλοῦν (τυλίγουν) ἕνα χαλί.

When they have rolled it up, they will carry it outside to dust it = ὅταν θὰ τὸ διπλώσουν, θὰ τὸ μεταφέρουν ἔξω νὰ τὸ ξεσκονίσουν.

This ship is rolling in a storm = αὐτὸ τὸ πλοῖο κατρακυλᾶ σὲ μιὰ θύελλα (ἔπεσε).

The rolling of a ship makes some people ill = τὸ κούνημα ἑνὸς πλοίου κάνει μερικοὺς ἀνθρώπους ἀρρώστους.
They become seasick when a ship rolls = αὐτοὶ ἀρρωσταίνουν (παθαίνουν ναυτία), ὅταν ἕνα πλοῖο κουνιέται.
This men is rolling the grass = αὐτὸς ὁ ἄνθρωπος κόβει τὸ χόρτο.
Rolling the grass helps to make the ground smooth = τὸ νὰ κόβης τὸ χόρτο βοηθᾶ τὸ ἔδαφος νὰ γίνεται ἀπαλό.

'Επίσης λέμε:

The ball rolled off the table and fall to the floor = ἡ μπάλα κατακύλησε ἀπὸ τὸ τραπέζι κι ἔπεσε στὸ πάτωμα.
This man likes to roll his cigarettes = σ' αὐτὸν τὸν ἄνδρα ἀρέσει νὰ στρίβῃ τὰ τσιγάρα του.

Τὸ ρῆμα **ruin** ἔχει συνώνυμο τὸ destroy, π.χ.:

He ruined his life by selling his store = κατέστρεψε τὴν ζωή του μὲ τὸ νὰ πουλήσῃ τὸ κατάστημά του.
He was destroyed by leaving his town = καταστράφηκε μὲ τὸ νὰ ἐγκαταλείψῃ τὴν πόλη του.

'Η ἔκφραση **figure out** = calculate, study carefully in order to understand. Calculate = ὑπολογίζω, figure out = λογαριάζω, π.χ.:

The letter is so badly written that I can't figure out what the writer is trying to say = τὸ γράμμα εἶναι τόσο ἄσχημα γραμμένο, ποὺ δὲν μπορῶ νὰ ξεχωρίσω, τί προσπαθεῖ νὰ πῇ ὁ γράφων.
How long did it take you to figure out the cost of that machine? = πόσος καιρὸς σοῦ χρειάσθηκε νὰ ὑπολογίσῃς τὴν ἀξία αὐτῆς τῆς μηχανῆς;

'Η ἔκφραση **to be about** = πρόκειται = to be on the point of, ready, π.χ.:

The wave is about to break on the sand = τὸ κύμα εἶναι ἕτοιμο νὰ σπάσῃ ἐπάνω στὴν ἄμμο.
We were about to start without you = ἤμασταν ἕτοιμοι νὰ ξεκινήσουμε χωρὶς ἐσένα.

As I was about to say = καθὼς ἔλεγα (ἤμουν ἕτοιμος νὰ πῶ).
I was just about to leave when you phoned = ἤμουν ἕτοιμος νὰ φύγω, ὅταν τηλεφώνησες.

Ἡ ἔκφραση **fall in love with** = begin to love, π.χ.:

They fell in love when they were students in highschool = ἐρωτεύτηκαν, ὅταν ἦταν μαθηταὶ στὸ Γυμνάσιο.
John falls in love with every new girl he meets = ὁ Τζὼν ἐρωτεύεται κάθε νέο κορίτσι, ποὺ συναντᾶ.

EXERCISE 331

Δῶστε ἀντίθετα στὶς λέξεις:

wet	fast	outside	new
later	begin	sad	late
empty	beginning	behind	always
narrow	homely	before	small
few	thick	brunette	bad

EXERCISE 332

Συμπληρῶστε στὰ κενὰ προθέσεις:

Special delivery letters are delivered . . . once.
Our school is second to none . . . efficiency.
I am going to play . . . the basketball team.
We don't pay attention . . . other people's business.
If you insist . . . it, I'll go.
I found my book . . . the top . . . the piano.
Bobby was almost late . . . the game.
Mary had to quit working . . . the drugstore.
Bobby is proud . . . his brother.
We are going to drink wine . . . the party.

The leaves were falling . . . the trees.
I don't like the bother of building a fire . . . the furnace.
She was . . . tears because her . . . brother.
He fell . . . love with her at once.
He pointed . . . the old house.

EXERCISE 333

Συμπληρῶστε στὰ κενὰ λέξεις:

The family gets . . . to go to the football . . . .
Mary tells . . . to hurry so they will . . . there . . . time.
She gave up . . . with . . . to go . . . .
Bobby tells her they have . . . of time.
He finds his . . . on the . . . .
His father is . . . for them . . . the car.
Mary takes a . . . so that their . . . won't get cold.
Mr Taylor says they need . . . hours and a . . . to go there.

EXERCISE 334

Συμπληρῶστε τὸν 'Αόριστο, ἁπλὸ ἢ Διαρκείας, τοῦ ρήματος, ποὺ βρίσκεται μέσα στὴν παρένθεση:

He (sit) in a cafeteria when I (see) him.
When I (go) out the sun (shine).
The boy (fall down) while he (run).
When the war (begin) we (live) in London.
The light (get out) while I (have) tea.
I (have) tea when the light (get out).
My friends (sing) when I (come) into the room.
While you (play) the piano I (write) a letter.
When I (be) at school I (learn) Latin.
He (eat) his dinner when I (go) to see him.
When Mary (go) for a walk she always (wear) dark glasses.
When it (rain) she (carry) an umbrella.

She (die) while she (run) after a bus.
We (drink) coffee every day when we (be) in France.
You (wear) your new hat when I (meet) you yesterday.
When I (have) a dog I always (take) him out for a walk in the evening.
When the phone (ring) I (have) a bath.

XXXVI

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 331

dry	slow	inside	old
earlier	stop	glad	early
full	stopping	in front of	never
wide	nice	after	big
many	thin	blonde	good

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 332

Special delivery letters are delivered at once.
Our school is second to none in efficiency.
I am going to play at the basketball team.
We don't pay attention to other people's business.
If you insist on it, I'll go.
I found my book on the top of the piano.
Bobby was almost late for the game.
Mary had to quit working at the drugstore.
Bobby is proud of his brother.
We are going to drink wine at the party.
The leaves were falling from the trees.
I don't like the bother of building a fire in the furnace.
She was in tears because of her brother.
He fell in love with her at once.
He pointed out the old house.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 333

The family gets ready to go to the football game.

Mary tells Bobby to hurry so they will get there on time.
She gave up a date with Stanley Kent to go to the game.
Bobby tells her they have plenty of time.
He finds his coat on the sofa.
His father is waiting for them at the car.
Mary takes a blanket so that their feet won't get cold.
Mr Taylor says they need four hours and a half to go there.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 334

He was sitting in a cafeteria when I saw him.
When I got out the sun was shining.
The boy fell down while he was running.
When the war began we were living in London.
The light got out while I was having tea.
I was having tea when the light got out.
My friends were singing when I came into the room.
While you were playing the piano I wrote a letter.
When I was at school I was learning Latin.
He was eating his dinner when I went to see him.
When Mary went for a walk she always wore dark glasses.
When it rained she was carrying an umbrella.
She died while she was running after a bus.
We drank coffee every day when we were in France.
You were wearing your new hat when I met you yesterday.
When I had a dog I always took him out for a walk in the evening.
When the phone rang I was having a bath.

VOCABULARY

exclaim	(εξκλέϊμ)	=	αναφωνώ
park	(παρκ)	=	παρκάρω, σταματώ
indicate	(ιντικέϊτ)	=	δείχνω
direction	(νταϊρέκchιεν)	=	διεύθυνση
kickoff	(κικὸφ)	=	εναρκτήριο λάκτισμα

worry	(γουόρι)	=	ἀνησυχῶ
entrance	(έντρανς)	=	εἴσοδος
player	(πλέϊερ)	=	παίκτης
hot dog	(hατ νταγκ)	=	σάντουϊτς μὲ λουκάνικο
cement	(σίμεντ)	=	τσιμέντο
steal	(στιλ)	=	κλέβω
law	(λόου)	=	νόμος
Bible	(μπάϊμπλ)	=	Βίβλος
God	(γκαντ)	=	Θεὸς
face	(φέϊς)	=	βλέπω, κυττάζω
alternate	(άλτερνέϊτ)	=	ἀλλάζω θέση
importance	(ιμπόρτανς)	=	σημασία
mark	(μαρκ)	=	βαθμὸς
proceed	(προσὶντ)	=	συνεχίζω, προχωρῶ
score	(σκορ)	=	βαθμολογία
stare	(στέαρ)	=	κυττάζω, ἀτενίζω
blow	(μπλόου)	=	φυσῶ
lecture	(λέκτchιουρ)	=	διάλεξη
loud	(λάουντ)	=	δυνατὰ
caution	(κόchεν)	=	συμβουλεύω, παρατηρῶ
awful	(όουφουλ)	=	τρομερὸς-ὴ-ὸ
present	(πριζὲντ)	=	παρουσιάζω
belong	(μπιλὸνγκ)	=	ἀνήκει
wink	(γουΐνκ)	=	κλείνω τὸ μάτι, νεύω
embarassed	(εμπαέρεσντ)	=	εὑρισκόμενος σὲ ἀμηχανία
success	(σαξὲς)	=	ἐπιτυχία
tailor	(τέϊλορ)	=	ράπτης
chin	(τchιν)	=	πηγούνι
fat	(φατ)	=	παχὺς
carpet	(κάρπετ)	=	χαλὶ
storm	(στορμ)	=	θύελλα
smooth	(σμουθ)	=	ἁπαλὸς-ὴ-ὸ
calculate	(κάλκιουλέϊτ)	=	ὑπολογίζω
cost	(κοστ)	=	ἀξία, κόστος
wave	(γουέϊβ)	=	κύμα
sand	(σαεντ)	=	ἄμμος
according to	(αεκόρντινγκ του)	=	συμφώνως πρὸς

seek	(σίικ)	=	ἐπιδιώκω, ἀναζητῶ
look forward to	(λουκ φοργουώρντ του)	=	προσδοκῶ, προσβλέπω
secure	(σικιούρ)	=	ἀσφαλής, ἀκίνδυνος
expression	(εξπρέchιεν)	=	ἔκφραση
worship	(γουέρchιπ)	=	λατρεύω
want	(γουόντ)	=	ἔλλειψη, ἀνάγκη, ἔνδεια
understanding	(άντερστέντιγκ)	=	ἀντίληψη, συνεννόηση
economic	(ικονόμικ)	=	οἰκονομικὸς-ὴ-ὸ
reduction	(ριντάκchιεν)	=	ἐλάττωση
armament	(άρμαμεντ)	=	ἐξοπλισμὸς
thorough	(θόροου)	=	τέλειος, ἀκριβὴς
commit	(κομὶτ)	=	διαπράττω
aggression	(αγκρέchιεν)	=	ἐπίθεση, ἐπιδρομὴ
millennium	(μιλένιουμ)	=	χιλιετηρίδα
attainable	(ατεΐνέΐμπλ)	=	κατορθωτὸς-ὴ-ὸ
generation	(ντjενερέΐchεν)	=	γενιὰ
so called	(σο-κολντ)	=	οὕτω ὀνομαζόμενον
order	(όρντερ)	=	τάξη, διαταγὴ
dictator	(ντικτέΐτερ)	=	δικτάτορας
crash	(κραch)	=	ἔκρηξη, σπάνω, κάνω θόρυβο
oppose	(οπόουζ)	=	ἀντιτείνω, ἀντιτάσσομαι
conception	(κονσέπchιεν)	=	ἰδέα, ἀντίληψη
moral	(μόραλ)	=	ἠθικὸς-ὴ-ὸ
scheme	(σκίιμ)	=	σκευωρία, μηχανορραφία
domination	(ντομινέΐchεν)	=	κυριαρχία
revolution	(ρεβολούchιεν)	=	ἐπανάσταση
alike	(ελάΐκ)	=	ὁμοίως
perpetual	(περπέτchιουαλ)	=	αἰώνιος, διηνεκὴς
stead	(στεντ)	=	σταθερὸς-ὴ-ὸ
adjust	(αντjιάστ)	=	ρυθμίζω, κανονίζω
co-operation	(κο-οπερέchιεν)	=	συνεργασία
society	(σοσάΐτι)	=	κοινωνία
destiny	(ντέστινι)	=	πεπρωμένον
guidance	(γκάΐντανς)	=	ὁδηγία
supremacy	(σουπρίμασι)	=	ὑπεροχή, κυριαρχία
struggle	(στραγκλ)	=	ἀγωνίζομαι
compliment	(κόμπλιμεντ)	=	κομπλιμεντάρω, κολακεύω

budget	(μπάντjετ)	=	προϋπολογισμὸς
march	(μαρτch)	=	παρελαύνω, βαδίζω
parade	(παρέϊντ)	=	παρέλαση
goodness	(γκούντνες)	=	πρὸς Θεοῦ, γιὰ ὄνομα τοῦ Θεοῦ
Armistice Day	(άρμιστις ντέϊ)	=	ἡμέρα ἀνακωχῆς
press	(πρες)	=	πιέζω, σιδερώνω
uniform	(γιούνιφορμ)	=	στολή
in the meantime	(μίντάϊμ)	=	ἐν τῷ μεταξὺ
ironing board	(άϊρονινγκ μπόουρντ)	=	ξύλο σιδερώματος
splendid	(σπλέντιτ)	=	θαυμάσιος-α-ο
bathrobe	(μπάθρομπ)	=	ρόμπα τοῦ μπάνιου
proposal	(προπόζαλ)	=	πρόταση
call to	(κολ του)	=	φωνάζω
refer to	(ριφὲρ του)	=	ἀναφέρομαι
repeatedly	(ριπίτεντλι)	=	ἐπανειλημμένως
wear out	(γουέαρ ἄουτ)	=	παλιώνω
discard	(ντισκὰρντ)	=	πετῶ σὰν ἄχρηστο
cease	(σίιζ)	=	παύω
match	(ματch)	=	σπίρτο
connection	(κονέκchιεν)	=	συγγένεια

TEXT

THE FOUR FREEDOMS

by Franklin D. Roosevelt (1882-1945)

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression-everywhere in the world.

The second is freedom of every person to worship God in his own way-everywhere in the world.

The third is freedom from want —which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants— everywhere in the world.

The fourth is freedom from fear —which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to

commit an act of physical aggression against any neighbor— anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception—the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Since the beginning of our American history we have been engaged in change—in a perpetual peaceful revolution—a revolution which goes on steadily, quietly adjusting itself to changing conditions. The world order which we seek is the co-operation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is in our unity of purpose.

ΟΙ ΤΕΣΣΕΡΙΣ ΕΛΕΥΘΕΡΙΕΣ

ὑπὸ Φραγκλίνου Ρούσβελτ.

Στὶς προσεχεῖς ἡμέρες, τὶς ὁποῖες ἐπιζητοῦμε νὰ καταστήσουμε ἀσφαλεῖς, προσβλέπουμε πρὸς (προσδοκῶμεν) ἕναν κόσμο βασισμένο πάνω σὲ τέσσερις οὐσιώδεις ἀνθρώπινες ἐλευθερίες.

Ἡ πρώτη εἶναι ἡ ἐλευθερία τοῦ λόγου καὶ τῆς ἐκφράσεως—σ' ὁποιοδήποτε μέρος τοῦ κόσμου.

Ἡ δεύτερη εἶναι ἡ ἐλευθερία κάθε ἀτόμου νὰ λατρεύῃ τὸ Θεὸ μὲ τὸ δικό του τρόπο—σ' ὁποιοδήποτε μέρος τοῦ κόσμου.

Ἡ τρίτη εἶναι ἡ (ἐλευθερία) ἀπελευθέρωση ἀπὸ τὴν ἀνάγκη —πρᾶγμα πού, μεταφραζόμενο σὲ παγκόσμιους ὅρους, σημαίνει οἰκονομικὲς ἀντιλήψεις, ποὺ θὰ ἐξασφαλίσουν σὲ κάθε ἔθνος μιὰ ὑγιᾶ εἰρηνικὴ ζωὴ γιὰ τοὺς κατοίκους του— σ' ὁποιοδήποτε μέρος τοῦ κόσμου.

Ἡ τέταρτη εἶναι ἡ (ἐλευθερία) ἀπελευθέρωση ἀπὸ τὸ φόβο —πρᾶγμα, ποὺ μεταφραζόμενο σὲ παγκόσμιους ὅρους, σημαίνει μιὰ παγκόσμια μείωση ἐξοπλισμῶν σὲ τέτοιο σημεῖο καὶ μὲ τέτοιο τέλειο τρόπο, ὥστε κανένα ἔθνος

νὰ μὴ εἶναι σὲ θέση νὰ ἐκτελέση πράξη φυσικῆς ἐπιθέσεως ἐναντίον ὁποιουδήποτε γείτονα— σ' ὁποιοδήποτε μέρος τοῦ κόσμου.

Αὐτὸ δὲν (εἶναι) ἀποτελεῖ ὅραμα μιᾶς μακρινῆς χιλιετηρίδας. 'Αποτελεῖ μιὰ ὁριστικὴ βάση γιὰ ἕνα εἶδος κόσμου κατορθωτοῦ στὸν καιρό μας καὶ στὴ γενιά μας. Τὸ εἶδος αὐτὸ τοῦ κόσμου ἀποτελεῖ πλήρη ἀντίθεση μὲ τὴ λεγομένη νέα τάξη τυραννίας, ποὺ δικτάτορες ἐπιζητοῦν νὰ δημιουργήσουν μὲ τὴν ἔκρηξη μιᾶς βόμβας.

Σ' αὐτὴ τὴ νέα τάξη ἀντιτάσσουμε τὴν μεγαλειωδέστερη ἰδέα — τὴν ἠθικὴ τάξη. Μιὰ καλὴ κοινωνία εἶναι ἱκανὴ νὰ ἀντιμετωπίση σχήματα παγκόσμιας κυριαρχίας καὶ ξένων ἐπαναστάσεων ὅμοια χωρὶς φόβο.

'Απὸ τὴν ἀρχὴ τῆς ἀμερικανικῆς μας ἱστορίας ἔχουμε ἀποδυθῆ σὲ μιὰ ἀλλαγὴ —σὲ μιὰ διαρκῆ εἰρηνικὴ ἐπανάσταση— μιὰ ἐπανάσταση ποὺ προχωρεῖ σταθερά, προσαρμοσμένη ἥσυχα (κανονίζοντας ἥσυχα τὸν ἑαυτό της) στὶς συνθῆκες μεταβολῆς. 'Η παγκόσμια τάξη, ποὺ ἐπιζητοῦμε, εἶναι ἡ συνεργασία τῶν ἐλευθέρων χωρῶν, ποὺ συνεργάζονται σὲ μιὰ φιλική, πολιτισμένη κοινωνία.

Τὸ ἔθνος αὐτὸ ἔχει θέσει τὴ μοίρα του στὰ χέρια καὶ στὰ κεφάλια καὶ στὶς καρδιὲς τῶν ἑκατομμυρίων τῶν ἐλευθέρων του ἀνδρῶν καὶ γυναικῶν. Καὶ τὴν πίστη του γιὰ τὴν ἐλευθερία ὑπὸ τὴν αἰγίδα τοῦ Θεοῦ. 'Ελευθερία σημαίνει κυριαρχία τῶν ἀνθρωπίνων δικαιωμάτων ὁπουδήποτε. 'Η ὑποστήριξή μας πηγαίνει σ' ἐκείνους, ποὺ ἀγωνίζονται νὰ κερδίσουν ἐκεῖνα τὰ δικαιώματα ἢ νὰ τὰ διαφυλάξουν. 'Η δύναμή μας (εἶναι) ἔγκειται στὴν ἑνότητα τοῦ σκοποῦ μας.

Λίγα λόγια γιὰ τὸν Φραγκλίνο Ροῦζβελτ.

Franklin Delano Roosevelt was President of the United States from 1932 until his death in 1945, shortly before the end of World War II. He was one of the greatest American presidents, rising above the crippling effects of polio to work for the welfare of the people and to lead the United States through the war years. The above selection forms the conclusion of the address that Roosevelt delivered to Congress on January 6, 1941. He outlined the four essential human freedoms, which part of the world was then fighting for and which the United States would soon be engaged in defending.

TRANSLATION

'Ο Φραγκλίνος Ροῦσβελτ ὑπῆρξε πρόεδρος τῶν 'Ηνωμένων Πολιτει-

ῶν ἀπὸ τὸ 1932 μέχρι τοῦ θανάτου του, τὸ 1945, λίγο πρὶν ἀπὸ τὸ τέλος τοῦ Β' Παγκοσμίου Πολέμου. Ὑπῆρξε ἕνας ἀπὸ τοὺς μεγαλυτέρους Ἀμερικανοὺς Προέδρους, ποὺ ὀρθώθηκε πάνω ἀπὸ τὰ ἐξουθενωτικὰ ἀποτελέσματα τῆς πολιομυελίτιδος, γιὰ νὰ ἐργασθῆ γιὰ τὴν εὐημερία τοῦ λαοῦ καὶ γιὰ νὰ ὁδηγήση τὶς Ἡνωμένες Πολιτεῖες κατὰ τὰ χρόνια τοῦ πολέμου. Ἡ παραπάνω ἐπιλογὴ ἀποτελεῖ τὸ (συμπέρασμα) κατασtάλαγμα τοῦ μηνύματος, ποὺ ἀπηύθυνε ὁ Ροῦσβελτ πρὸς τὸ Κογκρέσσο τὴν 6ην Ἰανουαρίου 1941. Ὑπεγράμμισε τὶς 4 οὐσιώδεις ἀνθρώπινες ἐλευθερίες, γιὰ τὶς ὁποῖες πολεμοῦσε τότε μέρος τοῦ κόσμου καὶ τὶς ὁποῖες οἱ Ἡνωμένες Πολιτεῖες θὰ (κληθοῦν) ἀναλάβουν σύντομα νὰ ὑπερασπίσουν.

ΠΑΡΑΤΗΡΗΣΕΙΣ

Secure = safe.
Confident = ἀσφαλής.
To make secure = to make safe = παρέχω ἀσφάλεια.
Which will secure = which will obtain for = τὸ ὁποῖον θὰ ἐξασφαλίση.

Expression = representation of an idea or opinion = ἔκφραση μιᾶς ἰδέας ἢ γνώμης.
By freedom of expression Roosevelt means freedom of the press and of writing in general as well as freedom of speech = μὲ τὸν (ὅρο) ἐλευθερία τῆς ἐκφράσεως ὁ Ροῦσβελτ ἐννοεῖ τὴν ἐλευθερία τοῦ τύπου γενικῶς ὡς καὶ τὴν ἐλευθερία τοῦ λόγου.

Want = poverty = ἔλλειψη, φτώχεια.
Freedom from want = ἀπελευθέρωση ἀπὸ τὴν ἀνάγκη.
Freedom = ἐλευθερία.

Understanding = agreement = κατανόηση, ἀντίληψη.
Τὸ ρῆμα **commit** τὸ μεταχειριζόμαστε μὲ τὰ οὐσιαστικά:
crime = ἔγκλημα,
murder = φόνος,
καὶ
suicide = αὐτοκτονία.

He commited a crime = διέπραξε ἕνα ἔγκλημα.

He commited a murder = διέπραξε ένα φόνο.
He commited suicide = αὐτοκτόνησε.

Order = system = τάξη,
new order of tyranny = νέα τάξη τυραννίας.
(Ὁ Ροῦσβελτ ἀναφέρεται στὸ γερμανικὸ ναζισμό).

Tyranny = a form of government in which the people is ruled by a tyrant or dictator = μορφὴ κυβερνήσεως, στὴν ὁποία ὁ λαὸς διοικεῖται ἀπὸ ἕναν τύραννο ἢ δικτάτορα.

Fashion = way or manner.

Millennium = a thousand years.

Perpetual = continuous.

LETTER WRITING

BUSINESS LETTERS

1. Applications for jobs

These can well be divided into six paragraphs. First you can start by explaining what you are after. Then you can state your age. Thirdly, you can list your qualifications for the job. Fourthly, you can mention any relevant experience you may have. Fifthly, you can ask for further details about the job, if you wish to. And lastly, you can state what wages or salary would be acceptable to you if you were to get the job, although this again is optional.

Introduction:

I should like to apply for the post of accountant which you advertised in today's issue of «The Gazette» —I am looking for a job as a clerk in a business firm, and would be grateful if you would consider me for such a post in your organization. I can come for interview at any time convenient to you— I am interested in the post of mother's help which you advertised in yesterday's «Times».

Statement of age:

I am 24 years of age.

Statement of qualifications:

I am a graduate in commerce of the University of Calcutta. I obtained a third class in my B. A. examination. —I hold the Cambridge Overseas School Certificate, in which I was placed in the Second Division. My subjects included physics and chemistry.— I am a trained shorthand-typist with a typing speed of 50 words per minute, and a shorthand speed of 120 words per minute.— I am a trained automobile mechanic, having undergone a two years' course at Arandi Technical School, from which I obtained a Certificate of Competence. My knowledge of English, both spoken and written, is good.

Statement of experience:

For the past three years I have been working for the Associated Insurance Company as a filing clerk, but wish to leave now to improve my wages and prospects. Before joining this company, I worked for 18 months as a clerk in the Rehabilitation Office, but had to leave when it closed down.

Asking for further details of the post:

I should be grateful for further details of the nature of the post, the position regarding overtime, the amenities you provide and the wages you offer.

Stating the wages you would be willing to accept:

I expect to get £ 15 a week to start with, but am more interested in prospects of promotion that in the amount of my initial wages.

2. References and testimonials

Asking someone for a reference or testimonial:

I should be very grateful if you would be kind enough to give me

a testimonial. I am trying to get a job as an accountant with a business firm, and am sure that a reference from you would help me greatly.

Asking someone to act as referee:

I am applying for a job as a shorthand-typist with the Shell Oil Company and should be very grateful if you would consent to act as a referee for me.

Thanking someone for a testimonial or reference:

I am very grateful to you for your kindness in letting me have the testimonial (or reference) I asked you for.

Thanking someone for agreeing to act as referee:

Thank you very much for agreeing to act as a referee for me. It was most kind of you.

Announcing the result of an application to a referee:

You will no doubt be glad to hear that I succeeded in obtaining the post I applied for, thanks to your kindness in acting as one of my referees. I am most grateful to you.— I regret to have to inform you that I was unsuccessful in obtaining the post I applied for, despite your kindness in acting as one of my referees. I hope you will not mind if I again approach you some time with a request that you should act as a referee for me for another application.

3. Posts au pair

Advertisements:

FRENCH girl wishes post au pair, London area, summer holidays.— GERMAN STUDENT wants to look after children, June-September.— ITALIAN young lady, 25, seeks place au pair for 4 months to improve her English. Look after children, help light housework.

Answering advertisements:

I am interested in the au pair post you advertised in «The Times». I am 26 years old, unmarried, a Catholic and the daughter of a doctor. I enclose a testimonial about my character from our parish priest, another about my health from our family doctor and a recent photograph of myself. I passed my matriculation when I was 18 and have been living with my parents since then, helping my mother with the housework and my father with his accounts. I am fond of children, and would be willing to help with yours and with light housework in exchange for pocket-money and opportunities to improve my English.

EXERCISE 335

Γράψτε τὸ σωστὸ τύπο say ἢ tell στὰ κενά:

Mr Anderson . . . «good morning» to me yesterday.
My teacher . . . me that I would have to take the examination.
She always . . . «no», when I ask her for a date.
I wish someone would . . . them what to do.
No one can . . . me what to do and what not to do.
If he asks me to do that I will . . . «I am sorry, I can't».
Sometimes we have to . . . them to hurry.
I always . . . «Haste makes waste».
The boss . . . me not to . . . anything about the contract until he . . . me to.
You didn't . . . those words correctly.
I . . . you that once before.
What did Mr Anderson . . . about football game?
She . . . us she liked them but she didn't . . . why.
Bobby . . . his mother about his school work.
Mabel Anderson . . . that she is going to the game.
This story . . . all about the Taylor family an the things they . . . .

'Ετυμολογικὸν

	Noun	Adjective	Verb	Adverb
1.	definition	definite	define	definitely
		indefinite		indefinitely
2.	co-operation	co-operative	co-operate	co-operatively
		unco-operative		unco-operatively
3.	aggression	aggressive		aggressively
		unaggressive		unaggressively
4.	attainment	attainable	attain	
		unattainable		

EXERCISE 336

Γράψτε τοὺς σωστοὺς τύπους τῆς καθεμιᾶς ἀπὸ τὶς παρακάτω ὑπογραμμισμένες λέξεις, ἀφοῦ συμβουλευθῆτε τὸν πίνακα τοῦ ἐτυμολογικοῦ, ποὺ προηγεῖται τῆς ἀσκήσεως:

definite

Dotty has the job; it is . . . .
I can't give you an answer yet; things are still . . . .
Roosevelt . . . freedom.
His . . . of freedom is «the supremacy of human rights everywhere».
He . . . believes in freedom.
We cannot argue about disarmament . . . ; we must come to an agreement soon.

co-operation

Bill always wants to do things his way; he is very . . . .
He behaves . . . .
He must . . . with the other staff members.
The . . of everyone is necessary.
Fortunately, the other staff members are . . . .
They work . . . .

aggression

Fred is . . . ; when he wants something, he goes after it.
He acts . . . .
His brother is . . . ; he quietly accepts things as they are.
He behaves . . . .
No nation should commit physical . . . against another nation.

attainable

Everyone wishes to . . . a better life.
In the past, freedom from want for all men was . . . .
But modern science has made this goal . . . .
The . . . of scientists have been impressive.

XXXVII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 335

Mr Anderson said «good morning» to me yesterday.
My teacher told me that I would have to take the examination.
She always says «no», when I ask her for a date.
I wish someone would tell them what to do.
No one can tell me what to do and what not to do.
If he asks me to do that I will say «I am sorry, I can't».
Sometimes we have to tell them to hurry.
I always say «Haste makes waste».
The boss told me not to say anything about the contract until he tells me to.
You didn't say those words correctly.
I told you that once before.
What did Mr Anderson say about football game?
She told us she liked them but she didn't say why.
Bobby told his mother about his school work.
Mabel Anderson says that she is going to the game.
This story tells all about the Taylor family and the things they say.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 336

definite

Dotty has the job; it is definite.
I can't give you an answer yet; things are still indefinite.
Roosevelt defined freedom.

His definition of freedom is «the supremacy of human rights everywhere».
He definitely believes in freedom.
We cannot argue about disarmament indefinitely; we must come to an agreement soon.

co-operation

Bill always wants to do things his way; he is very unco-operative.
He behaves unco-operatively.
He must co-operate with the other staff members.
The co-operation of everyone is necessary.
Fortunately, the other staff members are co-operative.
They work cooperatively.

aggression

Fred is aggressive; when he wants something, he goes after it.
He acts aggressively.
His brother is unaggressive; he quietly accepts things as they are.
He behaves unaggressively.
No nation should commit physical aggression against another nation.

attainable

Everyone wishes to attain a better life.
In the past, freedom from want for all men was unattainable.
But modern science has made this goal attainable.
The attainments of scientists have been impressive.

VOCABULARY

lovely	(λάβλι)	=	χαριτωμένος, ὄμορφος-η-ο
Switzerland	(Σουΐτσερλαντ)	=	Ἑλβετία

strawberry	(στρόουμπερι)	=	φράουλα
delicious	(ντελίchιες)	=	νοστιμότατος
beside	(μπισάϊντ)	=	κοντὰ
besides	(μπισάϊντς)	=	πρὸς τούτοις
appearance	(απίρανς)	=	ἐμφάνιση
untidy	(αντάϊντι)	=	ἀκατάστατος-η-ο
serious	(σίριους)	=	σοβαρὸς-ὴ-ὸ
hair	(hερ)	=	κόμη, μαλλιὰ
basket	(μπάσκετ)	=	καλάθι
thin	(θιν)	=	λιγνὸς-ὴ-ὸ
fountain	(φάουντεν)	=	συντριβάνι, πηγὴ νεροῦ
guide	(γκάϊντ)	=	ὁδηγῶ
dependable	(ντιπέντεμπ'λ)	=	ἀξιόπιστος-η-ο
pale	(πέϊλ)	=	χλωμὸς-ὴ-ὸ
perfectly	(πέρφεκτλι)	=	τελείως, ἐντελῶς
independent	(ιντεπέντεντ)	=	ἀνεξάρτητος-η-ο
interrupt	(ιντεράπτ)	=	διακόπτω
imagine	(ιμάντjιν)	=	φαντάζομαι
amaze	(αμέϊζ)	=	καταπλήττω
disappeare	(ντιζαπίαρ)	=	ἐξαφανίζομαι
knock	(νοκ)	=	κρούω, χτυπῶ
wild	(γουάϊλντ)	=	ἄγριος-α-ο
message	(μέσαεντj)	=	μήνυμα
troop	(τρουπ)	=	ὁμάδα
tear	(τίαρ)	=	σχίζω
folk	(φολκ)	=	συγγενεῖς, ἄνθρωποι
terrifically	(τερίφικλι)	=	καταπληκτικά, τρομερὰ
scarcely	(σκέρσλι)	=	μόλις
dormitory	(ντόρμιτόρι)	=	κοιτώνας
be lucky	(λάκι)	=	εἶμαι τυχερὸς
fellow	(φέλοου)	=	σύντροφος, ἄτομο
dresser	(ντρέσερ)	=	κομοδίνο
have charge of	(τchαέρντj οφ)	=	εἶμαι ὑπεύθυνος
term	(τερμ)	=	περίοδος, ὅριον
I don't mind the history		=	δὲν μὲ νοιάζει γιὰ τὴν ἱστορία
bet	(μπετ)	=	στοιχηματίζω
in the meantime	(μίντάϊμ)	=	ἐν τῷ μεταξὺ
calm	(καλμ)	=	ἠρεμῶ

go ahead	(γκο αεhὲντ)	=	συνεχίζω
knowingly	(νόουινγκλι)	=	ἐπισταμένως
postscript	(p. s. πόστσκρὶπτ)	=	ὑστερόγραφο
advice	(αεντβάϊς)	=	συμβουλή
cotton	(κότ'ν)	=	μπαμπάκι
disease	(ντισὶζ)	=	ἀσθένεια
indicate	(ιντικέϊτ)	=	φανερώνω
mood	(μουντ)	=	διάθεση
spare	(σπέαρ)	=	ξοδεύω
drag	(ντραγκ)	=	σέρνω
be crazy	(κρέϊζι)	=	παλαβώνω
relax	(ριλὰξ)	=	ἡσυχάζω
haste	(hέϊστ)	=	βία
waste	(γουέϊστ)	=	χάσιμο
I am through		=	τελειώνω
blanket	(μπλάνκετ)	=	κουβέρτα
horn	(hoρν)	=	κλάξον
impatient	(ιμπέσιεντ)	=	ἀνυπόμονος-η-ο
manage	(μάνετj)	=	τακτοποιῶ
heater	(hίτερ)	=	θερμάστρα, καλοριφὲρ
spread	(σπρὲντ)	=	ἁπλώνω
knee	(νι)	=	γόνατο
settle	(σετλ)	=	τακτοποιοῦμαι
congratulate	(κονγκράτchουλέϊτ)	=	συγχαίρω
headache	(hέντέϊκ)	=	πονοκέφαλος
advisible	(αντβάϊσιμπλ)	=	συμβουλευτικὸς-ὴ-ὸ
incidentally	(ινσιντένταλι)	=	τυχαῖα
nervous	(νέρβες)	=	νευρικὸς-ὴ-ὸ

TEXT

THE TWO GENTLEMEN OF VERONA

by A. J. Cronin.

We were driving from Switzerland toward the lovely old Italian city of Verona. Just ouside the city two small boys stopped us. They were selling strawberries that looked delicious against the green leaves in

the boys' baskets. «Don't buy them», our driver said. «You will find better strawberries in Verona. Besides, these boys . . . ». His face showed that he did not like their appearance. It was true that their clothes were untidy and poor. But as we looked at these two thin children with their untidy hair and serious dark eyes, we wanted to know more about them. My friend spoke to the boys and found that they were brothers. Nikola was 13, Jacopo, the smaller one, was almost 12. We bought their biggest basket of strawberries and then continued toward Verona. The next morning, coming out of our hotel, we saw the two boys again. They were beside the fountain in the public square, shining the shoes of men who passed by. They were very busy, but they said hello to us in a friendly way. «I thought you sold strawberries, I said. «We do many things, sir», Nikola answered seriously. He looked at us qopefully. «We sometimes guide people through the city, showing them places of interest». «All right», I smiled. «You can guide us. Let's go». As they guided us through the city I continued to study these boys. They were children, yes, and they acted like children in many ways. But their faces were serious, and they both had an appearance of purpose that one does not often find in small boys. In the week which followed, we saw Nikola and Jacopo several times a day. If we wanted American cigarettes, or tickets for the opera, or the name of a good restaurant, Nikola and Jacopo were always there to help us. They worked all day under the hot summer sun, shining shoes, selling fruit and newspapers, guiding people through Verona. They were always dependable, always busy. One night I saw them, alone in the windy square. Nikola was sitting on the ground beside the fountain. His face looked pale and tired. Jacopo was asleep, with his head on his brother's shoulder. It was almost midnight. «Why aren't you at home in bed? I asked. Nikola looked at me in his serious, independent way, «we're waiting for the last bus», he said, «we will sell all our newspapers when it comes». «Must you always work so hard? You both look rather tired». «We are not complaining, sir» he said. His voice was perfectly polite but I decided not to ask any more questions that evening. I said good night and returned to my hotel. The next morning while Nikola was shining my shoes, I said, «You and Jacopo work very hard. You buy no clothes, and you eat very little, I know. Tell me, how do you spend your money? «We have plans, sir», he said in his independent way. «Well ,» I said, «we're leaving Verona on Monday. Can I do anything for you before we go?» Nikola began to say «no» but his brother interrupted him. «Every Sunday

we go to a village not far from Verona. We usually go by bus; but tomorrow, sir, maybe you will take us in your car». Driving out of Verona that Sunday I imagined that we would stop at some poor, little house in the village. I was amazed when Jacopo suddenly said. «Please stop here, sir», in front of a lovely big house with a red roof and a high stone wall. «We will not be here long, sir. Not more than an hour. Maybe you would like to wait in the small restaurant in the village». The boys disappeared at the corner of the wall. I waited a few minutes and then I followed the boys. I found an entrance around the corner and knocked at the door. At last a woman came to the door, and I saw that she was a nurse. «Excuse me» I said «I just brought two small boys here». «Ah yes», she said with a smile «Nikola and Jacopo. Please come in». She led me through the beautiful cool rooms, and I could see that they were the rooms of a hospital. At the door of one room the nurse stopped, smiled, and put her finger on her lips. We looked inside. The two boys were sitting beside the bed of a girl who looked about 20 years old. It was easy to see that they were her brothers, because she looked so much like them. We saw some wild flowers on the table beside her bed, and a dish of fruit and several books. As we walked back the nurse told me the story of my two young friends. «Nikola and Jacopo are alone in the world», she said, «except for their sister Lucia. Their mother died when they were very young. Their father, a famous opera singer, died in the early years of the war. Then bombs were dropped on Verona. After that, the boys and their sister lived in the streets of Verona because not a wall was standing in their house. When the enemy came the boys began to carry secret messages across the mountains to the troops who were trying to free Verona. The boys lived in the mountains, coming and going through the night with secret letters in their shoes. You can imagine how hard their life was, and they were worried about their sister, alone in the city, too. When the war ended the boys came back to Verona to find their sister. They found her, sick with tuberculosis, because of her hard life during the war». «What did the boys do then?» «You can imagine the answer. They brought their sister here and asked us to take her into the hospital. She is making excellent progress. She is going to get well. Of course, everything is very difficult now. Food is expensive. Medicine is expensive. We must ask the people in our hospital to pay. But every week the two boys come to pay us. I do not know what their work is, but I know that they do it well».

I thanked the nurse and said good bye and waited outside, just

thinking until the boys came back to the car. Then I drove with them back to the city. They sat beside me quietly looking serious and proud, these two gentlemen of Verona.

TRANSLATION

ΟΙ ΔΥΟ ΚΥΡΙΟΙ ΑΠΟ ΤΗΝ ΒΕΡΟΝΑ

ὑπὸ Λ. Κρόνιν.

Πηγαίναμε μὲ αὐτοκίνητο ἀπὸ τὴν 'Ελβετία πρὸς τὴν ὄμορφη, παλιὰ ἰταλικὴ πόλη τῆς Βερόνας. 'Ακριβῶς ἔξω ἀπὸ τὴν πόλη μᾶς σταμάτησαν δύο μικρὰ ἀγόρια. Πουλοῦσαν φράουλες, ποὺ φαίνονταν νοστιμότατες, παρὰ τὰ πράσινα φύλλα (ποὺ βρίσκονταν) στὰ καλάθια τῶν ἀγοριῶν. «Μὴ τὶς ἀγοράζετε», εἶπε ὁ ὁδηγός μας. Θὰ βρῆτε καλύτερες φράουλες στὴ Βερόνα. 'Εξ ἄλλου, αὐτὰ τὰ ἀγόρια . . .» 'Η μορφή του ἔδειχνε, πὼς δὲν συμπαθοῦσε τὴν ἐμφάνισή τους. Ἦταν ἀλήθεια, ὅτι τὰ φορέματά τους ἦταν ἀκατάστατα καὶ φτωχά. 'Αλλὰ καθὼς κυττάζαμε αὐτὰ τὰ δυὸ λιγνὰ παιδιὰ μὲ τὰ ἀκατάστατα μαλλιὰ καὶ τὰ σοβαρὰ σκοῦρα μάτια, θέλαμε νὰ μάθουμε περισσότερα γι' αὐτά. 'Ο φίλος μου μίλησε στ' ἀγόρια καὶ βρῆκε (διαπίστωσε), ὅτι ἦσαν ἀδέλφια. 'Ο Νικόλαος ἦταν 13 χρονῶν, ὁ 'Ιάκωβος δέ, ὁ μικρότερος, ἦταν περίπου 12 χρονῶν. 'Αγοράσαμε τὸ μεγαλύτερό τους καλάθι ἀπὸ φράουλες καὶ (τότε) συνεχίσαμε τὸ δρόμο μας γιὰ τὴ Βερόνα. Τὸ ἑπόμενο πρωΐ, καθὼς βγαίναμε ἀπὸ τὸ ξενοδοχεῖο μας, εἴδαμε πάλι τὰ δυὸ ἀγόρια. Ἦταν κοντὰ στὴ βρύση στὴν δημόσια πλατεῖα γιαλίζοντας τὰ παπούτσια τῶν περαστικῶν. Ἦσαν πολὺ ἀπασχολημένοι, ἀλλὰ μᾶς χαιρέτισαν μὲ τρόπο φιλικό. «Νόμιζα, ὅτι πουλούσατε φράουλες» εἶπα. «Κάνουμε πολλὰ πράγματα, κύριε», ἀπάντησε σοβαρὰ ὁ Νικόλαος. Μᾶς κύτταξε μὲ ἐλπίδα. «Πολλὲς φορὲς ξεναγοῦμε (ὁδηγοῦμε διὰ μέσου τῆς πόλεως) ἀνθρώπους στὴν πόλη, δείχνοντάς τους τὰ ἀξιοθέατα (ἐνδιαφέροντα μέρη). «Πολὺ καλά, χαμογέλασα, μπορεῖς νὰ μᾶς ξεναγήσῃς. 'Εμπρὸς λοιπόν.» Καθὼς μᾶς ξεναγοῦσαν στὴν πόλη, συνέχισα νὰ μελετῶ αὐτὰ τὰ ἀγόρια. Ἦσαν παιδιά, ναί, κι ἐνεργοῦσαν σὰν παιδιὰ σὲ πολλὲς περιπτώσεις. Οἱ μορφές τους ὅμως ἦσαν σοβαρὲς κι οἱ δυό τους εἶχαν μιὰ ἐμφάνιση προθέσεως (σκοποῦ), ποὺ δὲν βρίσκει κανεὶς συχνὰ σὲ μικρὰ παιδιά. Τὴν ἑπομένη ἑβδομάδα βλέπαμε τὸ Νικόλαο καὶ τὸν 'Ιάκωβο πολλὲς φορὲς τὴν ἡμέρα. Ἂν θέλαμε ἀμερικάνικα τσιγάρα ἢ εἰσιτήρια γιὰ τὴν ὄπερα ἢ τὸ ὄνομα ἑνὸς καλοῦ ἑστιατορίου, ὁ Νικόλαος κι ὁ 'Ιάκωβος ἦσαν πάντοτε ἐκεῖ, γιὰ νὰ μᾶς βοηθήσουν. Δούλευαν ὅλη τὴ μέρα κάτω ἀπὸ τὸν καφτὸ καλοκαιριάτικο ἥλιο γιαλίζοντας παπούτσια, πουλώντας φροῦτα κι ἐφημερίδες, ξεναγώντας τὸν κόσμο στὴ

Βερόνα. Ἦσαν πάντοτε ἀξιόπιστοι, πάντοτε ἀπασχολημένοι. Μιὰ νύχτα τοὺς εἶδα μόνους στὴν ἀνεμοδαρμένη πλατεῖα. Ὁ Νικόλαος κάθονταν καταγῆς κοντὰ στὴν βρύση. Τὸ πρόσωπό του φαίνοταν χλωμὸ καὶ κουρασμένο. Ὁ Ἰάκωβος κοιμόταν μὲ τὸ κεφάλι του πάνω στὸν ὦμο τοῦ ἀδελφοῦ του. Ἦταν σχεδὸν μεσάνυχτα. «Γιατὶ δὲν εἶσθε στὸ σπίτι σας στὸ κρεβάτι;» ρώτησα. Ὁ Νικόλαος μὲ κύτταξε μὲ τὸ σοβαρό, ἀνεξάρτητο (τρόπο) ὕφος του. «Περιμένουμε τὸ τελευταῖο λεωφορεῖο» εἶπε «θὰ πουλήσουμε ὅλες τὶς ἐφημερίδες μας, ὅταν θαρθῇ». «Πρέπει πάντοτε νὰ ἐργάζεσθε ἔτσι σκληρά; Φαίνεσθε κι οἱ δυὸ μᾶλλον κουρασμένοι». «Δὲν παραπονιόμαστε, κύριε» ἀπάντησε. Ἡ φωνή του ἦταν ἀπόλυτα εὐγενική, ἀλλ' ἀποφάσισα νὰ μὴ κάνω ἄλλες ἐρωτήσεις τὸ βράδυ ἐκεῖνο. Εἶπα καληνύχτα καὶ γύρισα στὸ ξενοδοχεῖο μου. Τὸ ἑπόμενο πρωΐ, ἐνῶ ὁ Νικόλαος γιάλιζε τὰ παπούτσια μου, εἶπα. «Σὺ καὶ ὁ Ἰάκωβος ἐργάζεσθε σκληρά. Δὲν ἀγοράζετε ροῦχα καὶ τρῶτε πολὺ λίγο, τὸ ξέρω. Πές μου, πῶς ξοδεύετε τὰ λεφτά σας;» «Ἔχουμε σχέδια, κύριε», εἶπε μὲ τὸ ἀνεξάρτητο ὕφος του. «Καλά, εἶπα, φεύγουμε ἀπὸ τὴ Βερόνα τὴ Δευτέρα. Μπορῶ νὰ κάνω γιὰ σᾶς τίποτε, προτοῦ νὰ φύγω;» Ὁ Νικόλαος ἄρχισε νὰ λέῃ «ὄχι», ἀλλ' ὁ ἀδελφός του τὸν διέκοψε. «Κάθε Κυριακὴ πηγαίνουμε σ' ἕνα χωριό, ὄχι μακριὰ ἀπὸ τὴ Βερόνα. Συνήθως πηγαίνουμε μὲ τὸ λεωφορεῖο. Ἀλλὰ αὔριο, κύριε, ἴσως θελήσετε νὰ μᾶς πάρετε μαζί σας στὸ αὐτοκίνητό σας». Φεύγοντας τὴν Κυριακὴ ἐκείνη ἀπὸ τὴν Βερόνα φανταζόμουν, ὅτι θὰ σταματούσαμε σὲ κάποιο φτωχικὸ μικρὸ σπιτάκι στὸ χωριό. Κατεπλάγην, ὅταν ξαφνικὰ ὁ Ἰάκωβος εἶπε «Παρακαλῶ, σταθῆτε ἐδῶ, κύριε», μπροστὰ ἀπὸ ἕνα ὡραῖο, μεγάλο σπίτι μὲ κόκκινη στέγη καὶ ψηλὸ πέτρινο τοῖχο. «Δὲν θὰ μείνουμε πολλὴ ὥρα, ἐδῶ κύριε. Ὄχι περισσότερο ἀπὸ μιὰ ὥρα. Ἴσως θέλετε νὰ περιμένετε στὸ μικρὸ ἑστιατόριο στὸ χωριό». Τὰ παιδιὰ ἐξαφανίστηκαν στὴν γωνιὰ τοῦ τοίχου. Περίμενα λίγα λεπτὰ κι ὕστερα ἀκολούθησα τὰ ἀγόρια. Βρῆκα μιὰ εἴσοδο στὴ γωνιὰ καὶ χτύπησα τὴν πόρτα. Τελικὰ μιὰ γυναίκα ἦλθε στὴν πόρτα κι εἶδα, πὼς ἦταν νοσοκόμος. «Μὲ συγχωρεῖτε, εἶπα, πρὸ ὀλίγου ἔφερα ἐδῶ δυὸ μικρὰ παιδιά». «Ναί, εἶπε αὐτὴ μ' ἕνα χαμόγελο, τὸν Νικόλαο καὶ τὸν Ἰάκωβο. Παρακαλῶ περᾶστε μέσα.» Μὲ ὁδήγησε ἀνάμεσα στὰ ὡραῖα κρύα δωμάτια καὶ μπόρεσα νὰ ἰδῶ, ὅτι ἦταν τὰ δωμάτια ἑνὸς νοσοκομείου. Στὴν πόρτα ἑνὸς δωματίου ἡ νοσοκόμος σταμάτησε, χαμογέλασε κι ἔβαλε τὸ δάκτυλό της στὰ χείλη της. Κυττάξαμε μέσα. Τὰ δυὸ ἀγόρια κάθονταν κοντὰ στὸ κρεβάτι ἑνὸς κοριτσιοῦ, ποὺ φαίνονταν 20 χρονῶν. Ἦταν εὔκολο νὰ ἰδῇ κανείς, ὅτι ἦταν τ' ἀδέλφια της, γιατὶ ἔμοιαζε πολὺ μ' αὐτά. Εἶδα μερικὰ ἀγριολούλουδα στὸ τραπέζι κοντὰ στὸ κρεβάτι της κι ἕνα πιάτο φροῦτα καὶ μερικὰ βιβλία. Καθὼς γυρίζαμε πίσω, ἡ νοσοκόμος μοῦ εἶπε τὴν ἱστορία τῶν δυὸ νεαρῶν μου φίλων. «Ὁ Νικόλαος κι ὁ Ἰάκωβος ἦσαν μόνοι στὸν κόσμο, εἶπε, ἐκτὸς ἀπὸ τὴν ἀδελφή τους τὴν Λουκία.

Η μητέρα τους πέθανε, όταν ἦσαν πολὺ νέοι (μικροί). Ὁ πατέρας τους, ἕνας φημισμένος τραγουδιστὴς τῆς ὄπερας, πέθανε στὰ πρῶτα χρόνια τοῦ πολέμου. Τότε ἔπεσαν βόμβες πάνω στὴ Βερόνα. Ὕστερα ἀπ' αὐτὸ τ' ἀγόρια καὶ ἡ ἀδελφή τους ζοῦσαν στοὺς δρόμους τῆς Βερόνας, γιατὶ δὲν ὑπῆρχε οὔτε ἕνας τοῖχος ὄρθιος στὸ σπίτι τους. Ὅταν ἦλθε ὁ ἐχθρός, τὰ παιδιὰ ἄρχισαν νὰ κουβαλοῦν μηνύματα στὰ βουνὰ στὰ στρατεύματα, ποὺ προσπαθοῦσαν νὰ ἀπελευθερώσουν τὴ Βερόνα. Τὰ ἀγόρια ἔμεναν στὰ βουνὰ καὶ πηγαινοέρχονταν τὴ νύχτα μὲ μυστικὰ γράμματα στὰ παπούτσια τους. Μπορεῖτε νὰ φαντασθῆτε, πόσο σκληρὴ ἦταν ἡ ζωή τους, κι ἀνησυχοῦσαν γιὰ τὴν ἀδελφή τους, ποὺ ἦταν μόνη στὴν πόλη. Ὅταν τέλειωσε ὁ πόλεμος, τὰ ἀγόρια γύρισαν στὴ Βερόνα, γιὰ νὰ βροῦν τὴν ἀδελφή τους. Τὴν βρῆκαν ἄρρωστη μὲ φυματίωση, λόγω τῆς σκληρῆς ζωῆς της κατὰ τὴν διάρκεια τοῦ πολέμου.» «Τί ἔκαναν τότε τ' ἀγόρια;» «Μπορεῖτε νὰ φαντασθῆτε τὴν ἀπάντηση. Ἔφεραν ἐδῶ τὴν ἀδελφή τους καὶ μᾶς ζήτησαν νὰ τὴν κρατήσουμε στὸ νοσοκομεῖο. Αὐτὴ κάνει ἄριστες προόδους. Θὰ γίνη σύντομα καλά. Φυσικὰ ὅλα εἶναι πολὺ δύσκολα τώρα. Ἡ τροφὴ εἶναι ἀκριβή, τὰ φάρμακα εἶναι ἀκριβά. Εἴμαστε ὑποχρεωμένοι νὰ ζητήσουμε ἀπὸ τὸν κόσμο στὸ νοσοκομεῖο μας νὰ πληρώση. Κάθε βδομάδα ὅμως τὰ δυὸ ἀγόρια ἔρχονται νὰ μᾶς πληρώσουν. Δὲν ξέρω, ποιὰ εἶναι ἡ δουλειά τους, ξέρω ὅμως ὅτι πᾶν καλά».

Εὐχαρίστησα τὴ νοσοκόμο, τῆς εἶπα ἀντίο καὶ περίμενα ἔξω καὶ σκεπτόμουνα ὥς τὴν ὥρα ποὺ γύρισαν τὰ ἀγόρια στὸ αὐτοκίνητο. Τότε γύρισα μαζί τους πίσω στὴν πόλη. Κάθησαν κοντά μου ἥσυχα, κυττάζοντας σοβαρὰ καὶ περήφανα, οἱ δυὸ αὐτοὶ τζέντελμεν τῆς Βερόνας.

ΠΑΡΑΤΗΡΗΣΕΙΣ

Ἡ ἔκφραση **change one's mind** = ἀλλάζω γνώμη, ἔχει συνώνυμο τὸ alter one's decision or opinion = ἀλλάζω μιὰ ἀπόφαση ἢ μιὰ γνώμη.

We have changed our minds and are going to Canada instead of California on our vacation = ἔχουμε ἀλλάξει γνώμη καὶ θὰ πᾶμε στὸν Καναδᾶ ἀντὶ στὴν Καλιφόρνια γιὰ τὶς διακοπές μας.

John has changed his mind at least three times in thinking this matter = ὁ Τζὼν ἔχει ἀλλάξει γνώμη τουλάχιστον τρεῖς φορὲς γι' αὐτὴ τὴν ὑπόθεση.

Ἡ ἔκφραση **for the time being** = πρὸς τὸ παρόν, ἔχει ἀντίστοιχο τὸ for the present, temporarily.

For the time being Hellen is working in the export department = πρὸς τὸ παρὸν ἡ Ἕλλεν ἐργάζεται στὸ τμῆμα ἐξαγωγῶν.
We are living in a hotel for the time being but later we will try to find a small department = μένουμε σ' ἕνα ξενοδοχεῖο πρὸς τὸ παρόν, ἀλλὰ ἀργότερα θὰ προσπαθήσουμε νὰ βροῦμε ἕνα μικρὸ διαμέρισμα.
For the time being I won't change my mind but later I will = πρὸς παρὸν δὲν θὰ ἀλλάξω τὴν γνώμη μου, ἀλλὰ ἀργότερα θὰ ἀλλάξω.

Ἡ ἔκφραση **get over** = ξεπερνῶ μιὰ κατάσταση, συνέρχομαι, ἔχει συνώνυμη τὴν recover from = ἀναλαμβάνω ἀπό, π.χ.:

It took me more than a month to get over my cold = μοῦ χρειάσθηκε περισσότερο ἀπὸ ἕνας μήνας νὰ ἀναλάβω ἀπὸ τὸ κρυολόγημα.
I do not think he will ever get over the loss of his wife = δὲν νομίζω, ὅτι θὰ συνέλθη ποτὲ ἀπὸ τὸ χάσιμο τῆς γυναίκας του.

Ἡ ἔκφραση **call off** = ἀναβάλλω, ἔχει συνώνυμη τὸ cancel = ἀναβάλλω, π.χ.:

The game was called off on account of darkness = τὸ παιχνίδι ἀνεβλήθη ἐξ αἰτίας τοῦ σκότους.
The doctor had to call off all his appointments for the day and rush to the hospital = ὁ γιατρὸς ἔπρεπε ν' ἀναβάλη ὅλες του τὶς συναντήσεις γιὰ τὴν ἡμέρα καὶ νὰ τρέξη στὸ νοσοκομεῖο.

Ἡ ἔκφραση **in a hurry** = βιάζομαι, ἔχει συνώνυμη τὸ in a rush, π.χ.:

John is in a hurry to catch his train = ὁ Τζὼν βιάζεται νὰ πιάση τὸ τραῖνο του.
She is the kind of person who always seems to be in a hurry = αὐτὴ εἶναι τὸ εἶδος τοῦ ἀνθρώπου, ποὺ πάντοτε φαίνεται νὰ βιάζεται.

Serious = σοβαρός. Συνώνυμα grave, solemn, sober, earnest.

a serious student = ἕνας σοβαρὸς μαθητὴς
a serious injury = ἕνα σοβαρὸ τραῦμα.

Wind = ἄνεμος, ἀέρας.

Windy day = μέρα ποὺ φυσάει ἀέρας.
On a windy day, the wind is very strong.

Secret = μυστικό. Συνώνυμα stealthy, clandenstine.

The secret of his success = τὸ μυστικὸ τῆς ἐπιτυχίας του.
Keep this matter secret = κράτησε αὐτὸ τὸ πρᾶγμα μυστικό.
Secret service = μυστικὴ ἀστυνομία.

Troop = ὁμάδα. Συνώνυμα company, party, band.

Interrupt = διακόπτω. Συνώνυμα stop, break.

Do not interrupt the speaker = μὴ διακόπτετε τὸν ὁμιλητή.
The evenness of the road was not interrupted by a single hill = ἡ ὁμαλότητα τοῦ δρόμου δὲν διακόπτονταν ἀπὸ κανένα λόφο.

Even = ὁριζόντιος, ἐπίπεδος
interruption = διακοπὴ
interrupter = αὐτὸς ποὺ διακόπτει (τὸν ὁμιλητή).

Knock = χτυπῶ, κρούω. Συνώνυμα beat, dash.
Knock out = (στὴν πυγμαχία) = θέτω ἐκτὸς ἀγῶνος.
Knock down the prices = ἐλαττώνω τὶς τιμές.

Amaze = καταπλήττω. Οὐσιαστικὸ **amazement.** Syn. astonish, confound, bewilder.

Amazing Europe with her wit = καταπληκτικὴ Εὐρώπη μὲ τὸ πνεῦμα της.
And all the people were amazed and said, Is not this the son of David? (Matt. KII 23) = καὶ ὅλοι οἱ ἄνθρωποι ἦσαν κατάπληκτοι κι εἶπαν, δὲν εἶναι αὐτὸς ὁ γιὸς τοῦ Δαυΐδ;

Delicious = γλυκύτατος, νοστιμότατος. Syn. delightful, delectable.

Τὸ delicious προσδιορίζει τὸ εὐχάριστο ὡς πρὸς τὴν αἴσθηση τῆς γεύσεως καὶ ὀσφρήσεως, π.χ.:

delicious food = νοστιμότατο φαγητό.

Τὸ delightful ἀναφέρεται στὶς ἄλλες αἰσθήσεις, π.χ.:

a delightful concert = ἕνα θαυμάσιο κονσέρτο.

VOCABULARY

novelist	(νόβελιστ)	=	μυθιστοριογράφος
sketch	(σκετch)	=	σκιαγραφία, σύντομη περιγραφὴ
bear-bore-born	(μπέαρ, μπορ, μπορν)	=	γεννῶ
interrupt	(ιντεράπτ)	=	διακόπτω
war	(γουὼρ)	=	πόλεμος
navy	(νέϊβι)	=	ναυτικὸ
surgeon	(σάρντjεν)	=	χειροῦργος
graduate	(γκραντjιουέϊτ)	=	ἀποφοιτῶ
with honors	(ουἴθ όναρς)	=	μὲ τιμητικὴ διάκριση, μὲ ἄριστα
embark	(εμπὰρκ)	=	ἐπιβιβάζω, ἐπιβιβάζομαι, φορτώνω
liner	(λάϊνερ)	=	μεγάλο ἐπιβατικὸ πλοῖο
bound	(μπάουντ)	=	σύνορο
ship bound a country		=	πλοῖο προορισμένο γιὰ μιὰ χώρα
appointment	(απόϊντμεντ)	=	ραντεβού, διορισμὸς
superintendent	(σιουπεριντέντεντ)	=	ἐπιβλέπω
subsequently	(σαμπσέκουεντλι)	=	ὕστερα
amass	(αμὰς)	=	συσσωρεύω
lucrative	(λιούκρετιβ)	=	ἐπικερδὴς
whilst	(hουάϊλστ)	=	ἐνῶ
convalesce	(κονβάλες)	=	ἀναρρωνύω
hatter	(hάτερ)	=	καπελάς, πιλοποιὸς
castle	(κασλ)	=	φρούριο, πύργος
instantaneous	(ινσταντέϊνιους)	=	στιγμιαῖος, ἀκαριαῖος-α-ο

ambition	(αμπίchεν)	=	φιλοδοξία
cherish	(τchέριch)	=	ἀγαπῶ, περιποιοῦμαι, καλλιεργῶ ἰδέα
secret	(σίκρετ)	=	μυστικό
competition	(κομπετίchεν)	=	διαγωνισμός
essay	(εσέϊ)	=	δοκιμή, δοκίμιο
colliery	(κόλιερι)	=	ἀνθρακωρυχεῖο
keen	(κιν)	=	μοιρολόϊ
trout	(τράουτ)	=	σολωμός, πέστροφα
taste	(τέϊστ)	=	γοῦστο, γεύση
stream	(στριμ)	=	ρεῦμα
consciousness	(κάνchιεσνες)	=	συνείδηση, συναίσθηση
sandy haired		=	μὲ πυρόξανθα μαλλιὰ
duplicate	(ντιουπλικέϊτ)	=	ἀντιγράφω, ἀναπαράγω
freshness	(φρέchνες)	=	δροσιά
popular	(πόπιουλαρ)	=	δημοφιλὴς-ὴς-ὲς

ΛΙΓΑ ΛΟΓΙΑ ΓΙΑ ΤΟΝ ΚΡΟΝΙΝ

Archibald Joseph Cronin (1896-   )

Scottish novelist and physician, sends this sketch written by his wife, also a physician. «Archibald Joseph Cronin was born at Cardross, Dumbartonshire, the only of Jessie Cronin and Patrick Cronin. He was educated at Dumbarton Academy, and in 1914 began to study medicine at Glasgow University. His studies were interrupted by war service in the navy (as a surgeon). In 1919 he was graduated with honors; then he embarked as ship's surgeon on a liner bound for India. There followed various hospitals appointments-first at Bellahouston Ministry of Pensions Hospital and finally as Medical Superintendent of the Lightburn Isolation Hospital, Glasgow. In 1921 he married Agnes Mary Gibson, and commenced practice in South Wales.

Wilst working there he took two higher medical degrees. In 1924 he was appointed Medical of Mines. In 1925 he was awarded his M. D. by the University of Glasgow, with honors. Subsequently he started practice in the West End of London, where he amassed a large and lucrative practice. But in 1930 his health broke down, and wilst convalescing in the West Highlands of Scotland he wrote «Hatter's Castle», which

was published in 1931 and translated into five languages. It was an instantaneous success and Dr. Cronin then determined to devote himself to literature, an ambition which for years he had cherished in secret. In fact, all his life he had been intensely interested in the world of letters. At the age of thirteen he had won a gold medal in a nation-wide competition for the best historical essay of the year. But besides his M. D.thesis «A History of Aneeurism» his only publication before Hatter's Castle was his report on his survey of the medical regulation in British collieries.

Dr. Cronin is very keen on all outdoor sports, being particularly fond of trout fishing and golf. In his earlier days he was an enthusiastic footballer. He has a definite interest in the theatre. His taste in literature is catholic, but perhaps his favorite authors are Stevenson, Scott and Conrad on the romantic side, Balsac, Maupassant, and Flaubert on the realistic. In respect of modern novels he has little sympathy with the «stream of consciousness» school, and does not admire the thousand imitators of James Joyce. Of modern writers he admires Arnold Bennett, Sinclair Lewis and Somerset Maugham.

In literature he has found the sphere of work where he is completely happy. His ambition is simply to write so that not only may his name be known now, but, that it may continue to be known».

Dr. Cronin is a tall, sandy-haired, young-looking man, whom one critic has called «England's new Dickens». His medical play «Jupiter Laughs» was produced unsuccessfully in New York in 1940. He has never quite duplicated the freshness and power of his first novel. His work has, however, continued to be immensely popular.

Principal Works:

Hatter's Castle 1931.
Three Loves 1932.
Grand Canary 1933.
The Stars Look Down 1935.
The Citadel 1937.
Jupiter Laughs 1940.
The Keys of the Kingdom 1941.

TRASLATION

Archibald Joseph Cronin

Σκῶτος μυθιστοριογράφος καὶ γιατρὸς στέλνει αὐτὴ τὴ σκιαγραφία γραμμένη ἀπὸ τὴ γυναίκα του, ἐπίσης γιατρό.

«Ὁ Archibald Ἰωσὴφ Κρόνιν γεννήθηκε στὸ Cardross τοῦ Dumbartonshire, μοναχογιὸς τοῦ Jessie καὶ τῆς Patrick Cronin. Σπούδασε στὴν Ἀκαδημία τοῦ Dumbarton καὶ τὸ 1914 ἄρχισε νὰ σπουδάζῃ ἰατρικὴ στὸ Πανεπιστήμιο τῆς Γλασκώβης. Οἱ σπουδές του διακόπηκαν ἀπὸ τὴν πολεμικὴ ὑπηρεσία στὸ ναυτικὸ (ὡς χειρούργου). Τὸ 1919 ἀπεφοίτησε μὲ τιμητικὲς διακρίσεις. Τότε μπάρκαρε σὰν χειροῦργος πλοίου σ' ἕνα ἐπιβατικὸ πλοῖο, ποὺ κατευθύνονταν στὶς Ἰνδίες. Ἀκολούθησαν πολλοὶ διορισμοὶ σὲ νοσοκομεῖα, πρῶτα στὸ Bellahouston Ministry of Pensions Hospital καὶ τελικὰ σὰν ἐπιβλέπων ἰατρὸς στὸ Lightburn Isolation Hospital τῆς Γλασκώβης. Τὸ 1921 παντρεύτηκε τὴν Agnes Mary Gibson κι ἄρχισε νὰ ἀσκῆ τὴν ἰατρικὴ στὴ Νότιο Οὐαλία.

Ἐνῶ ἐργάζονταν ἐκεῖ, πῆρε δυὸ ὑψηλὲς ἰατρικὲς διακρίσεις. Τὸ 1924 διορίσθηκε ἰατρὸς τῶν ἀνθρακωρυχείων. Τὸ 1925 πῆρε τὸ ντοκτορὰ ἀπὸ τὸ Πανεπιστήμιο τῆς Γλασκώβης μὲ τιμητικὲς διακρίσεις. Ὕστερα ἄρχισε νὰ ἀσκῆ τὴν ἰατρικὴ στὸ δυτικὸ ἄκρο τοῦ Λονδίνου, ὅπου ἀπέκτησε (συνεσώρευσε) μεγάλη καὶ ἐπικερδῆ πεῖρα. Ἀλλὰ τὸ 1930 ὑπονομεύτηκε ἡ ὑγεία του καὶ κατὰ τὴν ἀνάρρωσή του στὸ West Highlands τῆς Σκωτίας ἔγραψε τὸ «Hatter's Castle», ποὺ δημοσιεύτηκε τὸ 1931 καὶ μεταφράστηκε σὲ πέντε γλῶσσες. Ἦταν μιὰ ἀκαριαία ἐπιτυχία καὶ ὁ Δρ. Κρόνιν ἀποφάσισε νὰ ἀφοσιωθῆ στὴ φιλολογία, φιλοδοξία ποὺ ἐπὶ πολλὰ χρόνια διατηροῦσε κρυφά.

Πραγματικὰ σ' ὅλη του τὴ ζωὴ ἐνδιαφέρθηκε ζωηρὰ γιὰ τὸν κόσμο τῶν γραμμάτων. Σὲ ἡλικία 13 χρονῶν κέρδισε χρυσὸ μετάλλιο σὲ παγκόσμιο διαγωνισμὸ γιὰ τὸ καλύτερο ἱστορικὸ δοκίμιο τῆς χρονιᾶς.

Ἐκτὸς ὅμως ἀπὸ τὴ διδακτορική του διατριβὴ (A History of Aneeurism) ἡ μόνη του δημοσίευση πρὸ τοῦ «Hatter's Castle» ἦταν ἡ ἔκθεσή του ἐπὶ τῆς ἐποπτείας του τῶν ἰατρικῶν κανονισμῶν στὰ βρεταννικὰ ἀνθρακωρυχεῖα.

Ὁ Δρ. Κρόνιν εἶναι πολὺ φανατικὸς σ' ὅλα γενικὰ τὰ σπόρ, ἀγαπᾶ δὲ ἰδιαίτερα τὸ ψάρεμα τῆς πέστροφας καὶ τὸ γκόλφ. Στὰ νεανικά του χρόνια ἦταν ἐνθουσιώδης ποδοσφαιριστής. Ἔχει ἀποφασιστικὸ ἐνδιαφέρον γιὰ τὸ θέατρο. Τὸ γοῦστο του γιὰ τὴ φιλολογία εἶναι καθολικό, ἴσως ὅμως οἱ πιὸ ἀγαπημένοι του συγγραφεῖς εἶναι οἱ Stevenson, Scott καὶ Conrad ἀπὸ τὴ ρωμαντικὴ πλευρά, οἱ Balsac, Maupassant καὶ Flaubert ἀπὸ τὴ ρεαλιστική. Ὅσον ἀφορᾶ τοὺς μοντέρνους μυθιστοριογράφους ἔχει μικρὴ συμπάθεια στὴ

σχολὴ «ρεῦμα τῆς συνειδήσεως» καὶ δὲν θαυμάζει τὶς χιλιάδες τῶν μιμητῶν τοῦ James Joyce. Ἀπὸ τοὺς μοντέρνους συγγραφεῖς θαυμάζει τοὺς Arnold Bennett, Sinclair Lewis καὶ Somerset Maugham.

Στὴ φιλολογία βρῆκε τὴ σφαίρα τῆς ἐργασίας, ὅπου εἶναι ὁλότελα εὐτυχισμένος. Ἡ φιλοδοξία του συνίσταται ἁπλῶς στὸ νὰ γράφη μὲ τέτοιο τρόπο, ὥστε ὄχι μόνον νἆναι γνωστὸ τώρα τ' ὄνομά του, ἀλλ καὶ νὰ συνεχίζη νὰ εἶναι (γνωστό)».

Ὁ Δρ. Κρόνιν εἶναι ἕνας ψηλός, πυρόξανθος μὲ νεανικὴ ὄψη ἄντρας, ποὺ ἕνας κριτικὸς ἀπεκάλεσε «Νέον Ντίκενς τῆς Ἀγγλίας». Τὸ ἰατρικό του θεατρικὸ ἔργο «Γέλια τοῦ Δία» παίχτηκε χωρὶς ἐπιτυχία στὴ Νέα Ὑόρκη τὸ 1940. Οὐδέποτε ὅμως μπόρεσε νὰ φτάση τὴ δροσιὰ καὶ τὴν δύναμη τοῦ πρώτου του μυθιστορήματος. Ὡστόσο ἡ ἐργασία του ἐξακολούθησε νάναι ἐξαιρετικὰ δημοφιλής.

EXERCISE 337

Ὑπογραμμίστε μιὰ ἀπὸ τὶς τρεῖς λέξεις, ποὺ πλησιάζουν περισσότερο στὸ νόημα τῆς καθεμιᾶς ἀπὸ τὶς παρακάτω 9 λέξεις:

lovely
- a) small
- b) beautiful
- c) untidy.

delicious
- a) good to eat
- b) thin
- c) dependable

besides
- a) but
- b) because
- c) also.

shining
- a) making bright
- b) guiding
- c) selling.

opera
a) hospital
b) stranger
c) play with music and singing.

serious
a) secret
b) thoughtful
c) windy

pale
a) without healthy color
b) good to eat
c) untidy.

complaining
a) talking about one's troubles or pains
b) working hard
c) asking questions.

tuberculosis
a) a kind of fruit
b) a kind of car
c) a kind of sickness.

EXERCISE 338

Right or Wrong?
Σωστὸ ἢ Λάθος;

π. χ.: Verona is a city in Switzerland (wrong)

The boys in this story lived in a ranch . . . .
The boys' clothes were untidy and poor . . . .
The author and his friend did not buy any strawberries . . . .
One day the boys guided the author and his friend through the city . . . .
The boys sometimes sold newspapers . . . .

The boys were not very dependable . . . .
The author's driver took the boys to the village . . . .
The boys told the author that their sister was sick . . . .
Nicola and Jacopo had a good reason for being proud . . . .

EXERCISE 339

Find the best answer-put a check (+) before the best answer.

What were the boys selling?
a) shoes
b) medicine
c) strawberries

What did the driver not like?
a) Verona
b) the boys appearance
c) old Italian cities

Where were the boys the next morning?
a) beside the fountain
b) outside the city
c) at school

What were they doing?
a) talking to people
b) shining men's shoes
c) weaving baskets

Where did the author take the boys in the car?
a) to Switzerland
b) to a poor, untidy house in a village
c) to a beautiful hospital

Who came to the door?
a) a nurse
b) a teacher
c) the boys' sister

EXERSISE 340

Δῶστε συνώνυμα στὶς ἐκφράσεις :

He walked noiselessly.
The house was on the outskirts of the town.
To commit murder.
To grasp a branch.
He spoke calmly.
He intended to go there.
Circumstances had proved him right.
Drain.
Mire.
Wit's end.
Fabulous price.
To recognise him.
To demand something.
Ruin stared him in the face.
To possess a house.
To purchase gold things.
To break into a house.
A small fortune.
To utter a word.
To glance at him.
To lunge.
To drug the body into the room.
To switch the lights off.
To recall the words of somebody.

EXERCISE 341

Μεταφράστε τὶς προτάσεις στά ἀγγλικά :

Ὁ χειριστὴς μοῦ εἶπε νὰ κλείσω καὶ νὰ πάρω τὸν ἴδιο ἀριθμὸ πάλι.
Λογαριάζουμε σ' ἐσᾶς νὰ μᾶς βοηθήσετε γι' αὐτὸ τὸ ζήτημα.
Ἡ Ἑλένη εἶναι ἕνα πολὺ δειλὸ κορίτσι καὶ δὲν κάνει (πιάνει) φιλίες εὔκολα.

Τὸ τηλέφωνο χάλασε κι ἔπρεπε νὰ πάω νὰ τὸν συναντήσω.

Θὰ ἤθελα νὰ κυττάξω πάλι αὐτὲς τὶς ἀσκήσεις πρὶν νὰ τὶς δώσω στὸν καθηγητή.

Ὁ Τζὼν συνέχισε νὰ μιλᾶ, ἂν καὶ κανένας δὲν τὸν πρόσεχε.

Ἐνῶ ἐμεῖς μιλούσαμε, ξαφνικὰ ὁ Τζὼν ὅρμησε μέσα στὸ σπίτι.

Μετὰ ποὺ τὸ μάθημα τέλειωσε, ὅλοι μας πήγαμε στὸ ἑστιατόριο.

Οἱ μαθηταὶ πῆγαν στὸ σχολεῖο ἐγκαίρως γιὰ τὸ μάθημά τους.

Νομίζω, ὅτι θὰ ἔπρεπε (θὰ ἦταν καλύτερα) νὰ μιλήσῃς στὸν κύριο Σμίθ.

EXERCISE 342

Δῶστε ἀντίθετα στὶς λέξεις :

sorry	found	gently
borrow	disagree	noon
unstamped	full	begin
nobody	find	forget

EXERCISE 343

Δῶστε συνώνυμα στὶς ἐκφράσεις :

He could not walk because of exhaustion.
His mind was in agitation because of the fire.
He discovered America.
The mayor ordered to pave the street with asphalt.
He gathered all his clothes.
He spoke severely.
They emptied all the house.
His face was bright and glad.
The lion roared aloud angrily.
He tried to make believe he was ill.

EXERCISE 344

Συμπληρῶστε τὶς προτάσεις :

When a box is empty it......

Wen you discover something you . . . .
When your husband is insistent you must . . . .
You swear when you are . . . .
When you lose interest you . . . .
You roar when . . . .
To escort is to . . . .
An invitation is . . . .
To wonder is to . . . .
In time is to go . . . .

XXXVIII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 337

lovely	a) small, b) b e a u t i f u l, c) untidy.
delicious	a) g o o d t o e a t, b) thin, c) dependable.
besides	a) but, b) because, c) a l s o.
shining	a) m a k i n g b r i g h t, b) guiding, c) selling.
opera	a) hospital, b) stranger, c) p l a y w i t h m u s i c a n d s i n g i n g.
serious	a) secret, b) t h o u g h t f u l, c) windy.
pale	a) w i t h o u t h e a l t h y c o l o r, b) good to eat, c) untidy.
complaining	a) t a l k i n g a b o u t o n e's t r o u b l e s o r p a i n s, b) working hard, c) asking questions.
tuberculosis	a) a kind of fruit, b) a kind of car, c) a k i n d o f s i c k n e s s.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 338

Verona is a city in Switzerland (wrong).

The boys in this story lived in a ranch (wrong).

The boys' clothes were untidy and poor (right).

The author and his friend did not buy any strawberries (wrong).

One day the boys guided the author and his friend through the city (right).

The boys sometimes sold newspapers (right).

The boys were not very dependable (wrong).

The author's driver took the boys to the village (wrong).

The boys told the author that their sister was sick (wrong).

Nicola and Jacopo had a good reason for being proud (right).

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 339

What were the boys selling ?
a) shoes
b) medicine
+ c) strawberries.
What did the driver not like ?
a) Verona
+ b) the boys' appearance
c) old Italian cities.
Where were the boys the next morning ?
+ a) beside the fountain
b) outside the city
c) at school.
What were they doing ?
a) talking to people
+ b) shining men's shoes
c) weaving baskets.
Where did the author take the boys in the car ?
a) to Switzerland
b) to a poor, untidy house in a village
+ c) to a beautiful hospital.
Who came to the door ?
+ a) a nurse
b) a teacher
c) the boys' sister.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 340

He walked without noise.
The house was on the outer edge of the town.
To do murder.
To hold a branch.
He spoke freely.
He wanted to go there.
Occasions had proved him right.
A continued loss.
Mud.

Not knowing what to do next.
Unbelievable price.
To know him.
To ask something.
Destruction stared him in the face.
To own a house.
To buy gold things.
To enter into a house.
A small property.
To pronounce, to tell a word.
To look at him.
To thrust suddenly with a sword.
To pull the body into the room.
To turn the lights off.
To remember the words of somebody.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 341

The operator told me to hung up and dial the same number again.
We count on you to help us about this matter.
Hellen is a very shy girl and does not make friends easily.
The phone is out of order and I have to go to meet him.
I would like to look over these exercises again before I give them to the teacher.
John continued to talk although nobody paid attention to him.
While we were talking all of a sudden John rushed into the house.
After the lesson was over we all went to a restaurant.
The students went to school on time for their lesson.
I think it would be better to talk to Mr Smith.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 342

glad	lost	roughly
lend	agree	night
stamped	empty	stop
anyone	lose	remember

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 343

He could not walk because of fatigue.
His mind was in confusion because of the fire.
He found out America.
The mayor ordered to cover the street with asphalt.
He picked up all his clothes.
He spoke sternly.
They took everything from the house.
His face was shining and glad.
The lion shouted (cried) aloud angrily.
He tried to pretend he was ill.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 344

When a box is empty it does not contain anything.
When you discover something you find it for the first time.
When your husband is insistent you must obey her.
You swear when you are sure about something.
When you lose interest you don't care about something.
You roar when you are angry.
To escort is to accompany.
An invitation is to call somebody at home or somewhere else.
To wonder is to don't know what to do.
In time is to go a little earlier somewhere.

LETTER WRITING

APPLICATIONS FOR MEMBERSHIP OF CLUBS, ETC.

Asking for information about a club or library :

As I am thinking of applying for membership of your library, I shoud be grateful if you would let me know the conditions of membership, the annual subscription, the entrance fee and the facilities you provide.

Applications for membership :

I should like to apply for membership of your club. Would you be kind enough to let me know how I should go about this?

Resigning from a club or library :

This is to inform you that I am resigning from your club as I am leaving this town next week. Would you please arrange to cancel my membership. My membership number is 73456.

OTHER APPLICATIONS

Applications for scholarships, fellowships, etc. :

I should like to apply for one of the scholarships you advertised in yesterday's issue of «The Gazette». Would you please send me the necessary application forms and any further details about the scholarships that you may have. — I should be very grateful if you would let me have details of any scholarships or fellowships in engineering that your country may be offering to students from other countries. I have a B. Sc. in engineering of the University of Ruritania and a good knowledge of English— Thank you very much for the information about your scholarships. I should be grateful if you would now send me the application forms for them.— Thank you for the scholarship application forms which you were kind enough to send me. I return them herewith, duly completed and with the necessary photographs attached.

Applications for visas :

I am planning to visit Britain in June and should be grateful if you would let me know what I have to do to get a visa.— I have to pass through Yugoslavia on my way from Germany to Greece and back this summer. I should therefore like a transit visa each way. Would you kindly let me know what I have to do to get these? —Will you please let me have a visa for entry to your country. I eclose my passport and a postal order for ₨. 25. Please return my passport by registered post.—

I enclose the forms which you sent me, duly completed, and also two photographs, a cheque for 15 and my passport. I should be very grateful if you would return the latter to me by registered post in due course, with the visa.

Application for entry to a school or college :

I am writing to ask whether you could admit my son Fereydoon to your school in September of this year. He is 14 years old, is at present in the second class of the Government High School here and has been studying English for five years, three with a private tutor and two at school. He has always had very good marks in English, but you could no doubt arrange with the British Council office here to have him tested.— I should be very grateful for information about entry to your College. I have finished my school studies here and hold the Government Secondary Shool Leaving Certificate. I have been studying English for the past six years and obtained 75% in my English paper in my School Leaving Certificate. I should like to study the English language and literature.— Thank you very much for your kind answer to my application for a place for my son Fereydoon at your school. I enclose the application forms you sent me, duly filled in, with a letter from Fereydoon's headmaster. I am arranging for his English to be tested by the British Council officers here, and shall ask them to send their report direct to you— Thank you very much for the information you sent me about your College and for the application forms, which I am returning herewith, duly completed, with testimonials from my former headmaster and English teacher, and a certified copy of my School Leaving Certificate.

Applications for licences :

I should like to take out a licence for my radio, and enclose a postal order for £ 1 in payment.—I should like to take out a provisional driving licence. Please send me the necessary application form. — I enclose my International Driving Permit and should be grateful if you would issue me with a temporary permit to drive in Britain. I enclose the necessary fee.

Applications for holidays.

To an employer :

I should be very grateful if you would allow me to take the day off on Thursday, 23rd March, to take my wife to hospital in Portsmouth.— Would it be convenient to you if I were to take my annual holiday from Monday, 8th May, to Sunday, 21st May, inclusive?

To a headmaster :

I should be very grateful if you would allow my daughter Jane to stay away from school tomorrow to help me while I am in bed recovering from a small operation on my foot. — May I have permission to be absent from school on Tuesday next? My father is returning from India on that day, and I should like to accompany my mother to London Airport to meet him.

Applications for a rise in salary or wages :

I have now been working in this office for two years. I should be grateful if you would consider the possibility of giving me an increase in my wages, which are at present £ 12 a week

VOCABULARY

publicly	(πάμπλικλι)	= δημοσίως
broadcast	(μπρόουντκάστ)	= ἀναμετάδοση
item	(ἴτεμ)	= σημείωμα
spectacular	(σπεκτάκιουλαρ)	= θεαματικὸς-ὴ-ὸ
medicine	(μέντισιν)	= φάρμακο
ailment	(έϊλμεντ)	= ἀδιαθεσία
apprehensive	(απρεhένσιβ)	= δειλὸς-ὴ-ὸ
to encounter	(ενκάουντερ)	= συναντῶ
rage	(ρέϊντj)	= λύσσα, μανία, ὀργὴ
wrench	(ρεντch)	= καταστρέφω
to involve	(ινβόλβ)	= τυλίγω, μπλέκομαι

couple	(καπλ)	= ζευγάρι
reluctant	(ρελάκταντ)	= ἀπρόθυμος-η-ο
razor	(ρέϊζορ)	= ξυράφι
to bleed	(μπλαντ)	= αἱμορραγῶ
profusely	(προφιούσλι)	= ἀφειδῶς
needle	(νιντλ)	= βελόνα
to contain	(κοντέϊν)	= περιέχω
to disintegrate	(ντισίντεγκρέϊτ)	= διαλύομαι

TEXT

Nine Needles

by James Thurber

One of the more spectacular minor happenings of the past few days, which I am sorry that I missed, took place in Columbus, Ohio, home of some friends of a friend of mine. It seems that a Mr Albatross, while looking for something in his medicine cabinet, discovered a bottle of a kind of medicine which his wife had been taking for a stomach ailment. Now Mr Albatross is one of those apprehensive men who are afraid of medicines and of almost everything else. Some weeks before, he had encountered a paragraph which announced that this particular medicine was bad for use. Mr Albatross, a man given to quick rages, shouted the conclusion of the story at my friend «I threw the bottle out of the window». It seems to me that must have been a spectacle worth going a long way to see it.

I am sure that many husbands would have wanted to wrench the family medicine cabinet, filled with mysterious bottles and objects of all kinds. It was in the apartment of such a wife and her husband that I became enormously involved with a medicine cabinet one morning not long ago.

I had spent the week-end with this couple — they live near Fifth Avenue—such a week-end, left me reluctant to rise up on Monday morning with bright and shining face and go to work. They got up and went to work, but I didn't. I didn't get up until about two-thirty in the afternoon. I had my face all covered with soap for shaving and the wash-

bowl was full of hot water, when suddenly I cut myself with the razor. I cut my ear. Very few men cut their ears with razors, but I do, possibly because I was not careful. The ear bleeds rather profusely when cut with a razor and is difficult to get at. More angry than hurt I opened the door of the medicine cabinet to see if I could find something styptic, when a little black paper containing nine needles fell out from the top shelf. It seems that this wife kept a little packet containing nine needles on the top shelf of the medicine cabinet. The packet fell into the soapy water of the wash-bowl, where the paper rapidly broke up, leaving nine needles free in the bowl. I was not in the best condition, either physical or mental, to recover nine needles from a wash-bowl. No gentleman who has lather on his face and whose ear is bleeding in the best condition for anything, even something involving the handling of nine large blunt objects.

(the story continues)

TRASLATION

'Εννέα βελόνες

ὑπὸ James Thurber

Ἕνα ἀπὸ τὰ πιὸ θεαματικὰ μικρότερα γεγονότα τῶν τελευταίων ἡμερῶν, ποὺ λυπᾶμαι ποὺ ἔχασα, ἔλαβε χώρα στὸ Κολόμπος, 'Οχάϊο, στὸ σπίτι κάποιων φίλων ἑνὸς δικοῦ μου φίλου. Φαίνεται, ὅτι κάποιος κύριος 'Αλμπατρός, ἐνόσῳ ἔψαχνε γιὰ κάτι στὸ κουτὶ τοῦ φαρμακείου του, ἀνακάλυψε ἕνα μπουκάλι ἀπὸ κάποιο εἶδος φαρμάκου, ποὺ ἡ γυναίκα του ἔπαιρνε γιὰ ἀσθένεια τοῦ στομάχου. Τώρα ὁ κύριος 'Αλμπατρὸς εἶναι ἕνας ἀπὸ ἐκείνους τοὺς φοβισμένους ἄντρες, ποὺ φοβοῦνται τὰ φάρμακα καὶ σχεδὸν κάθε τί ἄλλο. Πρὶν ἀπὸ μερικὲς ἑβδομάδες εἶχε συναντήσει μιὰ παράγραφο, ποὺ διεκήρυττε, ὅτι αὐτὸ τὸ ξεχωριστὸ φάρμακο ἦταν ἄσχημο γιὰ χρήση. Ὁ κύριος Ἄλμπατρος, ἕνας ἄντρας ποὺ θύμωνε πολὺ γρήγορα, κραύγασε τὸ ἀποτέλεσμα τῆς ἱστορίας στὸ φίλο μου «ἔρριξα τὸ μπουκάλι ἔξω ἀπὸ τὸ παράθυρο». Μοῦ φαινόταν, ὅτι ἔπρεπε νὰ ἦταν ἕνα θέαμα, ποὺ ἄξιζε πολὺ δρόμο νὰ πάη κανεὶς νὰ τὸ δῆ.

Εἶμαι βέβαιος, ὅτι πολλοὶ σύζυγοι θὰ ἤθελαν νὰ καταστρέψουν τὸ οἰκογενειακό τους φαρμακεῖο, γεμάτο ἀπὸ μυστηριώδη μπουκάλια κι ἀντικείμενα ὅλων τῶν εἰδῶν. Ἦταν στὸ διαμέρισμα μιᾶς τέτοιας συζύγου καὶ τοῦ ἄντρα της ποὺ μπλέχθηκα πάρα πολὺ μ' ἕνα φαρμακεῖο κάποιο πρωΐ ὄχι πρὶν

ἀπό πολὺν καιρό. Εἶχα περάσει τὸ Σαββατοκύριακο μ' αὐτὸ τὸ ζευγάρι — κατοικοῦν κοντὰ στὴν Πέμπτη Λεωφόρο — ἕνα τέτοιο Σαββατοκύριακο μὲ ἄφησε ἀπρόθυμο νὰ σηκωθῶ τὴ Δευτέρα τὸ πρωϊ μὲ λαμπρό καὶ φεγγοβόλο πρόσωπο καὶ νὰ πάω στὴ δουλειά. Αὐτοὶ σηκώθηκαν κι ἔφυγαν στὴ δουλειά, ἀλλὰ ἐγὼ δὲν πῆγα. Δὲν σηκώθηκα ὡς περίπου τὶς δυόμιση ἡ ὥρα τὸ ἀπόγευμα. Εἶχα σκεπάσει τὸ πρόσωπό μου ὁλόκληρο μὲ σαπούνι γιὰ ξύρισμα καὶ ὁ νεροχύτης ἦταν γεμάτος ζεστὸ νερό, ὅταν ξαφνικὰ κόπηκα μὲ τὸ ξυράφι. Ἔκοψα τὸ αὐτί μου. Πολὺ λίγοι ἄνδρες κόβουν μὲ ξυράφι τὸ αὐτί τους, ἀλλὰ ἐγὼ τὸ ἔκανα πιθανόν, γιατὶ δὲν ἤμουν προσεκτικός. Τὸ αὐτὶ αἱμορραγεῖ μᾶλλον ἀφειδῶς, ὅταν κόβεται μὲ ξυράφι ,καὶ δύσκολα περνᾶ. Περισσότερο θυμωμένος παρὰ πληγωμένος ἄνοιξα τὴν πόρτα τοῦ φαρμακείου νὰ δῶ, ἂν θὰ μποροῦσα νὰ βρῶ κάτι στυπτικό, ὅταν ἕνα μικρὸ μαῦρο χαρτί, ποὺ περιεῖχε ἐννέα βελόνες, ἔπεσε κάτω ἀπὸ τὸ ἐπάνω ράφι. Φαίνεται, ὅτι αὐτὴ ἡ σύζυγος φύλαγε ἕνα μικρὸ πακέτο, ποὺ περιεῖχε ἐννέα βελόνες, στὸ ἐπάνω ράφι τοῦ φαρμακείου. Τὸ πακέτο ἔπεσε μέσα στὴ σαπουνάδα τοῦ νεροχύτη, ἐνῶ τὸ χαρτὶ γρήγορα διαλύθηκε ἀφήνοντας ἐννέα βελόνες ἐλεύθερες μέσα στὸν νιπτήρα. Ἤμουν ὄχι σὲ καλὴ κατάσταση, οὔτε φυσικὴ οὔτε πνευματική, γιὰ ν' ἀνακαλύψω ἐννέα βελόνες σὲ ἕναν νεροχύτη. Κανένας εὐγενὴς κύριος, ποὺ ἔχει σαπούνι στὸ πρόσωπό του καὶ τοῦ ὁποίου τὸ αὐτὶ αἱμορραγεῖ, εἶναι στὴν καλύτερη κατάσταση γιὰ τὸ κάθετί, ἀκόμη καὶ σὰν τὴ φασαρία (ποὺ ἀφοροῦσε) τὸ μάζεμα ἐννέα μεγάλων μυτερῶν ἀντικειμένων.

(συνεχίζεται)

Παρατηρήσεις

Ἡ λέξη **spectacular** ἐξηγεῖται striking, unusual, providing a fine show. Spectacular = θεαματικός. Ἐπίσης ἔχουμε **spectacle** = something exhibited to view, καὶ **spectacles** = eyeglasses, **spectator** = a person who looks on, as at a play or a picture, spectator = observer.

Her spectacles fell down and broke = τὰ γιαλιά της ἔπεσαν κάτω κι ἔσπασαν.

It was the most spectacular happening of the last years = ἦταν τὸ πιὸ θεαματικὸ συμβὰν τῶν τελευταίων ἐτῶν.

Ἡ ἔκφραση **to take place** = to happen, to occur.

The accident took place near the corner of sixth street and Lincoln

Avenue = τὸ δυστύχημα ἔλαβε χώρα κοντὰ στὴ γωνίᾳ τῆς ἕκτης ὁδοῦ καὶ τῆς λεωφόρου Λίνκολν.

The lecture took place in the big auditorium = ἡ διάλεξη ἔλαβε χώρα στὸ μεγάλο ἀμφιθέατρο.

'Η ἔκφραση **a friend of mine**, εἶναι πολὺ συνηθισμένη καὶ τονίζει ἀκόμη πιὸ πολὺ τὴν ἔννοια τῆς προτάσεως.

He is a friend of mine = εἶναι ἕνας ἀπὸ τοὺς δικούς μου φίλους.

A friend of hers called me last night = ἕνας ἀπὸ τοὺς δικούς της φίλους μὲ ἐπεσκέφθηκε χθὲς τὸ βράδυ.

'Η λέξη **apprehensive** = one who is easily frightened. Συνώνυμα τὰ scared, timid, afraid, frightened.

He was scared to death = φοβήθηκε (μέχρι θανάτου), πάρα πολύ.

Mr Albatross was a very apprehensive man = ὁ κύριος Ἄλμπατρος ἦταν ἕνας πολὺ δειλὸς ἄνθρωπος.

Τὸ ρῆμα **announce** = to proclaim publicly = νὰ διακηρύττης δημοσίως, declare, publish, advertise, broadcast. **Announcer** = ὁ ἐκφωνητὴς καὶ **announcement** = ἐκφώνηση.

The principal of the school announced that Tuesday would be a holiday = ὁ διευθυντὴς τοῦ σχολείου ἐδήλωσε, ὅτι τὴν Τρίτη θὰ εἶναι ἀργία.

He made several announcements = ἔκανε πολλὲς ἀναγγελίες.

He said «I have several announcements to make» = αὐτὸς εἶπε «ἔχω πολλὲς ἀναγγελίες νὰ κάνω».

An announcer in a broadcast station is a man or a woman who announces the items of the programs ≐ ἕνας ἐκφωνητὴς σὲ σταθμὸ ἀναμεταδόσεως εἶναι ὁ ἄντρας ἢ ἡ γυναίκα, ποὺ ἀναμεταδίδει τὰ (σημειώματα) σχόλια στὰ προγράμματα.

'Η ἔκφραση given to, ἔχει τὴ σημασία ἐπιρρεπής, ἕνας ποὺ ρέπει πρὸς κάτι.

He was a man **given to** quick rages = ἦταν ἕνας ἄντρας, ποὺ καταλαμβάνονταν ἀπὸ γρήγορους θυμοὺς (θύμωνε γρήγορα).

To be worth = ἀξίζει.

It was worth going to see that film, it was excellent = ἦταν καλὸ (ἄξιζε) νὰ πᾶς νὰ δῆς αὐτὸ τὸ φίλμ, ἦταν ἐξαίρετο.

Ἀπὸ τὸ worth, ἔχουμε τὸ worthy = ἄξιος.

The worthy students get a scholarship for the whole year = οἱ ἄξιοι μαθηταὶ παίρνουν μιὰ ὑποτροφία γιὰ ὁλόκληρη τὴν χρονιά.

It wasn't worth doing it, because I was tired = δὲν ἄξιζε νὰ τὸ κάνω αὐτό, γιατὶ κουράστηκα.

Wrench = to pull violently = to ruin, to destroy.

In his rage he wrenched the family medicine cabinet = στὴν μανία του κατάστρεψε τὸ οἰκογενειακὸ φαρμακεῖο (φαρμακεῖο τοῦ σπιτιοῦ).

Τὸ ρῆμα **to involve** = to interferre, to implicate, to mix.

I was involved into a bad business but now I am through = εἶχα μπλεχτῆ σὲ μιὰ ἄσχημη ἐπιχείρηση, ἀλλὰ τώρα τέλειωσα.

Reluctant = unwilling.

He was reluctant to get up and go to work = ἦταν ἀπρόθυμος νὰ σηκωθῆ καὶ νὰ πάῃ στὴ δουλειά.

Τὸ ρῆμα **cut** ἔχει καὶ ἐνεργητικὴ καὶ μέση σημασία (παθητική). Στὴν παθητικὴ φωνὴ συνήθως συνοδεύεται ἀπὸ μιὰ ἀπὸ τὶς αὐτοπαθεῖς ἀντωνυμίες. Μαζὶ μ' αὐτὲς σχηματίζει τὴ μέση σημασία.

He cut himself while he was shaving = κόπηκε, ἐνῶ ξυρίζονταν.

She cut herself with the knife while she was cutting bread = κόπηκε μὲ τὸ μαχαίρι, ἐνῶ ἔκοβε ψωμί.

Τὸ ρῆμα **to contain** ἀπρόσωπο = to enclose, include, **to** hold, to restrain.

The basket contained a lot of things = τὸ καλάθι περιεῖχε πολλὰ πράγματα.

It contained a loaf of bread and fruits = περιεῖχε ἕνα καρβέλι ψωμὶ καὶ φροῦτα.

'Η ἔκφραση **quite a few** = many.

Quite a few students were **absent** yesterday = σχεδὸν πολλοὶ μαθηταὶ ἀπουσίαζαν χθές.

We dit not expect many to attend but quite a few people came to the meeting = δὲν περιμέναμε πολλοὺς νὰ παρακολουθήσουν (τὴ συνεδρίαση), ἀλλὰ σχεδὸν πολλοὶ ἦλθαν στὴν συνεδρίαση.

'Η ἔκφραση **to have a good time** = to enjoy oneself, to pass a period of time pleasantly.

We all had a good time at the party = ὅλοι περάσαμε καλὰ στὸ πάρτυ.

EXERCISE 345

Answer the questions:

What was one of the most spectacular happenings?
Where did it take place?
What was the name of the man?
What did he find?
What did he read about this medicine?
What did he do it?
Do husbands like to wrench their wives' medicine cabinet?
Where was the author once?
Did he go to work or did he stay alone in the house?
What did he want to do?
What did he cut? With what?
What did it fell when he opened the medicine cabinet?

EXERCISE 346

Δῶστε συνώνυμα στὶς ἐκφράσεις :

It was a spectacular happening.
Her spectacles fell down and broke.

The meeting took place in the big auditorium.
He is an apprehensive man.
He announced the names.
He is an announcer.
He was given to quick rages.
He wanted to wrench the medicine cabinet.
He was involved in a bad business.
The basket contained fruits.
There were quite a few students in class.
She is having a good time.

EXERCISE 347

Γράψτε τὶς ἀκόλουθες προτάσεις ἀρνητικὲς :

Mr Albatross is afraid of medicines.
She has promised to throw it away.
I could find a pencil or a pen.
I will ring up my friends.
He discovered a bottle of medicine.
He threw the bottle out of the window.
They got up early.
They went to work.
It is difficult to study.
The ear bleeds profusely from a cut with a razor.

XXXIX

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 345

One of the most spectacular happenings was when Mr Albatross threw away the medicines.

It took place in Columbus, Ohio.

His name was Mr Albatross.

He found a bottle of a kind of medicine.

He read that it was bad.

He threw it out of the window.

They like to, because their wives gather all kinds of mysterious bottles.

He was in the house of such a wife.

He stayed in bed and rested.

He wanted to shave.

He cut his ear with the razor.

A paper with nine blunt needles fell out.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 346

It was an unusual happening.

Her eyeglasses fell down and broke.

The meeting happened (was done) in the big auditorium.

He is a scared man.

He proclaimed the names.

He is a speaker.

He had quick rages.

He wanted to destroy the medicine cabinet.

He was mixed in a bad business.

The basket enclosed fruits.

There were many students in class.
She is enjoying herself.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 347

Mr Albatross is not afraid of medicines.
She has not promised to throw it away.
I could not find a pencil or a pen.
I won't ring up my friends.
He did not discover a bottle of medicine.
He did not throw the bottle out of the window.
They did not get up early.
They did not go to work.
It is not difficult to study.
The ear does not bleed profusely from a cut with a razor.

VOCABULARY

wise	(γουάϊς)	= σοφὸς
pull	(πουλ)	= τραβῶ
plug	(πλαγκ)	= βούλωμα
drain	(ντρέϊν)	= ὀχετὸς
vision	(βίζιον)	= ὅραμα
plumbing system	(πλάμπινγκ σίστεμ)	= ἀποχετευτικὸ σύστημα
vague	(βέϊγκ)	= ἀσαφής, ἀβέβαιος
to cause	(κόουζ)	= προκαλῶ
circuit	(σίρκουϊτ)	= κύκλωμα
eventually	(εβέντchιουαλι)	= τελικὰ
palm	(παλμ)	= παλάμη
lather	(λάδερ)	= σαπουνάδα
point	(πόϊντ)	= σημεῖο
efficiency	(εφίσιενσι)	= ἱκανότητα
to tranferre	(τρανσφὲρ)	= μεταφέρω
to cling	(κλίνγκ)	= κολλῶ
to wip	(γουὶπ)	= σκουπίζω
rod	(ροντ)	= ράβδος

tub	(ταμπ)	= σκάφη
mat	(μαετ)	= ψάθα
to hunt	(hαντ)	= κυνηγῶ
redious	(ρίντιους)	= ἀνιαρὸς-ἡ-ὸ
occupation	(οκιουπέϊchιεν)	= ἀπασχόληση
to engage	(ινγκέϊντj)	= ἀσχολοῦμαι
to lurk	(λαρκ)	= κρύβω
to wrap	(ραπ)	= τυλίγω
note	(νόουτ)	= σημείωση

TEXT

NINE NEEDLES

By James Thurber

It did not seem wise to me to pull the plug out of the wash-bowl and let the needles go down the drain. I had visions of stopping up the plumbing system of the house and also a vague fear of causing short circuits somehow or other (I know very little about electricity and I don't want to have it explained to me). Finally I looked very gently around the bowl and eventually I made out to catch four of them in the palm of one hand and three in the palm of the other — two I couldn't find. If I thought quickly and clearly I wouldn't have done that. A lathered man whose ear is bleeding and who has four wet needles in one hand and three in the other may be said to have reached the lowest known point of human efficiency. There is nothing he can do but stand there. I tried transferring the needles in my left hand to the palm of my right hand but I couldn't get them off my left hand. Wet needles cling to you. In the end I wiped the needles off on to a best towel which was hanging on a rod above the bath-tub. It was the only towel I could find. I had to dry my hands afterwards on the bath-mat. Then I tried to find the needles in the towel. Hunting for seven needles in a bath-towel is the most tedious occupation I have ever engaged in. I could find only five of them. With the two that had been left in the bowl that meant there were four needles in all missing, two in the washing-bowl and two others lurking in the towel or lying in the bath-tub under the towel. Frightful thoughts came to me of what might happen to anyone who used that towel or washed

his face in the bowl or got into the tub if I didn't find the missing needles. Well,I didn't find them. I sat down on the edge of the tub to think and I decided finally that the only thing to do was wrap up the towel in a newspaper and take it away with me. I also decided to leave a note for my friends explaining as clearly as I could that I was afraid there were two needles in the bath-tub and two needles in the wash-bowl and that they had better to be careful.

(the story continues)

TRANSLATION

ΕΝΝΕΑ ΒΕΛΟΝΕΣ

ὑπὸ James Thurber

Δὲν μοῦ φαίνονταν σωστὸ νὰ τραβήξω τὸ βούλωμα ἀπὸ τὸ νεροχύτη καὶ νὰ ἀφήσω τὶς βελόνες νὰ φύγουν ἀπὸ τὸν ὀχετό. Εἶχα ὁράματα, ὅτι θὰ σταματοῦσε τὸ σύστημα ἀποχετεύσεως τοῦ σπιτιοῦ κι ἐπίσης ἕναν ἀόριστο φόβο, ὅτι θὰ προκαλοῦσε κύκλωμα κατὰ κάποιον τρόπο ἢ κατ' ἄλλον (γνωρίζω πολὺ λίγα γιὰ τὸν ἠλεκτρισμὸ καὶ δὲν θέλω νὰ μοῦ τὸν ἐξηγήσουν). Τέλος ἔψαξα πολὺ εὐγενικὰ γύρω στὸ νεροχύτη καὶ τελικὰ κατάφερα νὰ πιάσω τέσσερις ἀπὸ αὐτὲς στὴν παλάμη τοῦ ἑνὸς χεριοῦ καὶ τρεῖς στὴν παλάμη τοῦ ἄλλου. — δύο δὲν μποροῦσα νὰ βρῶ. 'Εὰν εἶχα σκεφθῆ γρήγορα καὶ καθαρά, δὲν θὰ τὸ εἶχα κάνει αὐτό. Ἕνας ἄνδρας μὲ σαπουνάδες, ποὺ τὸ αὐτί του αἱμορραγεῖ καὶ ποὺ ἔχει τέσσερις βρεγμένες βελόνες στὸ ἕνα χέρι καὶ τρεῖς στὸ ἄλλο, μπορεῖ νὰ εἰπωθῆ, ὅτι ἔχει φθάσει τὸ κατώτερο γνωστὸ σημεῖο τῆς ἀνθρώπινης ἱκανότητας. Δὲν ὑπάρχει τίποτε, ποὺ νὰ μπορῆ νὰ κάνη παρὰ νὰ ἀπαλλαγῆ ἀπὸ αὐτές. Δοκίμασα νὰ μεταφέρω τὶς βελόνες ἀπὸ τὸ ἀριστερό μου χέρι στὴν παλάμη τοῦ δεξιοῦ μου χεριοῦ, ἀλλὰ δὲν μποροῦσα νὰ τὶς βγάλω ἀπὸ τὸ ἀριστερό μου χέρι. Οἱ βρεγμένες βελόνες κολλᾶνε ἐπάνω σου. Στὸ τέλος σφούγγισα τὶς βελόνες σὲ μιὰ ἄριστη πετσέτα, ποὺ κρέμονταν ἀπὸ μιὰ ράβδο πάνω ἀπὸ τὴ σκάφη τοῦ μπάνιου. Ἦταν ἡ μοναδικὴ πετσέτα, ποὺ μποροῦσα νὰ βρῶ. Ἔπρεπε νὰ στεγνώσω τὰ χέρια μου κατόπιν στὴν ψάθα τοῦ μπάνιου. Ἔπειτα προσπάθησα νὰ βρῶ τὶς βελόνες μέσα στὴν πετσέτα. Τὸ κυνήγημα ἕξι-ἑπτὰ βελονῶν μέσα σὲ μιὰ πετσέτα τοῦ μπάνιου εἶναι ἡ πιὸ ἀνιαρὴ ἀπασχόληση, ποὺ εἶχα ποτὲ νὰ ἀσχοληθῶ. Μπόρεσα νὰ βρῶ μόνο πέντε ἀπὸ αὐτές. Μὲ τὶς δύο, ποὺ εἶχαν μείνει μέσα στὸ νεροχύτη, ἐσήμαινε ὅτι τέσσερις βελόνες ἀπὸ ὅλες ἦταν χαμένες, δύο στὸν νεροχύτη κι ἄλλες δύο κρυμμένες στὴν πετσέτα ἢ βρίσκονταν στὴν σκά-

φη τοῦ μπάνιου κάτω ἀπὸ τὴν πετσέτα. Φοβερὲς σκέψεις μοῦ ἦλθαν γιὰ τὸ τί μποροῦσε νὰ συμβῆ στὸν καθένα, ποὺ θὰ χρησιμοποιοῦσε αὐτὴ τὴν πετσέτα ἢ θὰ ἔπλενε τὸ πρόσωπό του στὸν νιπτῆρα ἢ θὰ ἔμπαινε μέσα στὴν σκάφη, ἐὰν δὲν ἔβρισκα τὶς χαμένες βελόνες. Λοιπὸν δὲν τὶς βρῆκα. Κάθησα ἐπάνω στὴν ἄκρη τῆς σκάφης νὰ σκεφθῶ κι ἀποφάσισα τελικά, ὅτι τὸ μόνο πρᾶγμα ποὺ μποροῦσα νὰ κάνω ἦταν νὰ τυλίξω τὴν πετσέτα σὲ μιὰ ἐφημερίδα καὶ νὰ τὴν πάρω μαζί μου. Ἐπίσης ἀποφάσισα νὰ ἀφήσω μιὰ σημείωση στοὺς φίλους μου ἐξηγώντας ὅσο καλύτερα μποροῦσα, ὅτι φοβόμουν, πὼς ὑπῆρχαν δύο βελόνες μέσα στὴν σκάφη τοῦ μπάνιου καὶ δύο βελόνες στὸν νιπτῆρα κι ὅτι θὰ ἦταν καλύτερα νὰ εἶναι προσεκτικοί.

Παρατηρήσεις

Ἡ λέξη **wise** = σοφός, **wisdom** = σοφία, **wise** = sensible, save. Ἀντίθετο unwise καὶ wisdom = judgement, the quality of being wise, καὶ τὸ ἐπίρρημα wisely.

Τὸ ρῆμα **pull** = to draw, καὶ τὸ ἀντίθετο τὸ **push** = to shove, to drive ahead.

Eventually = at last, finally.

Ἡ ἔκφραση **to make out** = to succeed.

I did not make out very well on my last examinations = δὲν τὰ κατάφερα πολὺ καλὰ στὶς τελευταῖες μου ἐξετάσεις.

How did Jim make out when he went to look for work yesterday? = πῶς τὰ πῆγε ὁ Τζίμ, ὅταν χθὲς πῆγε νὰ ψάξῃ γιὰ δουλειά;

Ἡ ἔκφραση **to get rid of** = to become free of, escape from.

We cant't seem to get rid of the mice in our house = δὲν μποροῦμε φαίνεται ν' ἀπαλλαγοῦμε ἀπὸ τὰ ποντίκια στὸ σπίτι μας.

It certainly took Mr Smith a long time to get rid of that salesman = πράγματι χρειάσθηκε πολὺν καιρὸ ὁ κύριος Σμὶθ νὰ ἀπαλλαγῇ ἀπὸ ἐκεῖνον τὸν πωλητή.

Vague = dark, obscure, enigmatic.

He had a vague idea of the whole plan but yet he had not made up his mind = εἶχε μιὰ ἀσαφῆ (ἀβέβαιη) ἰδέα τοῦ σχεδίου, ἀλλὰ ἀκόμη δὲν εἶχε ἀποφασίσει.

Efficient = capable. Ἀντίθετο inefficient. **Efficiency** = activity καὶ τὸ ἐπίρρημα efficiently.

Ἡ ἔκφραση **a human being** = ἀνθρώπινη ὕπαρξη, εἶναι πολὺ συνηθισμένη.

He was only a poor human being looking for love = ἦταν μόνο μιὰ φτωχὴ ὕπαρξη, ποὺ ἔψαχνε γιὰ ἀγάπη.

To transferre = to change position, to carry something to somewhere else, to pass from one owner to another, to move, to remove, to shift.

He tried to transferre all the furnitures to the other bus but he could not do it alone = δοκίμασε νὰ μεταφέρη ὅλα τὰ ἔπιπλα στὸ ἄλλο αὐτοκίνητο, ἀλλὰ δὲν μποροῦσε νὰ τὸ κάνη μόνος του.
Ἐπίσης ἡ λέξη transferre χρησιμοποιεῖται σὲ εἰσιτήρια. Ὅταν θέλουμε νὰ ταξιδέψουμε μὲ τὸ ἴδιο εἰσιτήριο μὲ δυὸ διαφορετικὰ τραῖνα ἢ αὐτοκίνητα, τότε ἀγοράζουμε ἕνα transferre (συνεχείας).

Wet, ἀντίθετο dry.

Τὸ ρῆμα **to cling** = to stick together, to hold fast as in an embrace. Ἐπίσης cling = to remain in one's memory.

The needles cling on you when they are wet = οἱ βελόνες κολλοῦν ἐπάνω σου, ὅταν εἶναι βρεγμένες.

Dry = στεγνώνω = to make or become dry. Dry σὰν ἐπίθετο = free from moisture = ἀπαλλαγμένος ἀπὸ τὴν ὑγρασία, not in or under water.

Hunt = κυνηγῶ καὶ **hunter** = ὁ κυνηγός. Hunt = to seek after to chase. **Hunting** = τὸ κυνήγι = chasing.

To engage = to be mixed, to get mixed up καὶ engaged = μνηστευμένος.

To lurk = to hide.

To decide = to make up my mind.

George has made up his mind to travel = ὁ Τζώρτζ ἀποφάσισε νὰ ταξιδέψη.

Have you made up your mind yet as to where you are going to spend your week-end? = ἔχεις ἀποφασίσει ἀκόμη, ποῦ θὰ περάσης τὸ Σαββατοκύριακό σου;

Once making up his mind you can't change it = μιὰ καὶ ἀπεφάσισε, δὲν μπορεῖς νὰ τὸν ἀλλάξης.

'Αντίθετο στὸ make up my mind = to change one's mind.

They have changed their minds and are going to Florida instead of New York = ἄλλαξαν γνώμη καὶ θὰ πᾶνε στὴν Φλωρίδα ἀντὶ τῆς Νέας Ὑόρκης.

He has changed his mind at least three times in this matter = αὐτὸς ἔχει ἀλλάξει γνώμη τουλάχιστον τρεῖς φορὲς γι' αὐτὸ τὸ ζήτημα.

Be careful = pay attention.

He never pays attention to anything the teacher says = αὐτὸς ποτὲ δὲν δίδει σημασία σὲ ὅ,τι λέει ὁ δάσκαλος.

You must pay more attention in class if you want to be a good student = θὰ πρέπη νὰ δίνης περισσότερη προσοχὴ στὸ μάθημα, ἐὰν θέλης νὰ εἶσαι καλὸς μαθητής.

EXERSISE 348

Answer the following questions :

Did it seem wise to him to pull the plug?
What visions did he have?
Did he know about electricity?
How many did he find into the wash-bowl?
What did he try to transferre?

Did the needles cling on his hands? Why?
Where did he wip his hands?
Where did he dry his hands?
What thoughts did he have?
What did he decide to take with him?
What did he want to leave?
What would he write in the note?

EXERCISE 349

Δῶστε συνώνυμα στὶς ἐκφρσάεις :

He is a wise man.
He was famous for his wisdom.
He wanted to pull up the table.
He made out to catch four of the needles.
She wanted to get rid of the old books.
He had some vague thoughts.
He was an efficient man to do anything.
She trasferred all the pictures.
The wet needles cling on the hands.
It is difficult to hunt needles in a washing bowl.

EXERCISE 350

Γράψτε τὶς προτάσεις ἀρνητικά :

A little black paper fell out.
This wife keeps the package on the top shelf.
It seems wise to me to stop here.
I want to have this explained to me.
I thought quickly and clearly.
I could get the needles off my left hand.
He found the nine needles.
I sat down to think.
I know what gave me the idea.
I went back to the medicine cabinet.

XL

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 348

No, it did not seem wise to him to pull up the plug.

He had visions that the needles would stop the plumbing system of the house.

No, he did not know anything.

He found four of the needles.

He tried to transferre the needles from the palm of the one hand to the other.

Yes, they clung on his hands because they were wet.

He wipped them on the towel.

He dried his hands on the bath-mat.

He had frightful thoughts.

He decided to take the towel with him.

He wanted to leave a note.

He would write about the lost needles and would tell them to be careful.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 349

He is a sensible man.

He was known for his judgement.

He wanted to drag up the table.

He succeeded to catch four of the needles.

She wanted to become free of the old books.

He had some obscure thoughts.

He was a capable man to do anything.

She carried all the pictures.

The wet needles stick on the hands.
It is difficult to seek needles in a washing-bowl.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 350

A little black paper didn't fall out.
This wife does not keep the package on the top shelf.
It does not seem wise to me to stop here.
I don't want to have this explained to me.
I did not think quickly and clearly.
I could not get the needles off my left hand.
He did find the nine needles.
I did not sit down to think.
I don't know what gave me the idea.
I did not go back to the medicine cabinet.

VOCABULARY

constant	(κόνσταντ)	= σταθερὸς-ὴ-ὸ
resolute	(ρέζολιουτ)	= ἀποφασισμένος-η-ο
regular	(ρέγκιουλαρ)	= ὁμαλὸς-ὴ-ὸ
nervous	(νέρβους)	= νευρικὸς-ὴ-ὸ
firm	(φερμ)	= σταθερὸς-ὴ-ὸ
attempt	(ατέμπτ)	= προσπαθῶ -εια
to desert	(ντιζέρτ)	= ἐγκαταλείπω
to surrender	(σαρέντερ)	= ἐγκαταλείπω
to scold	(σκολντ)	= μαλώνω
to reprimand	(ρέπριμαέντ)	= μαλώνω, παρατηρῶ
to collapse	(κολὰπς)	= καταρρέω
typewriter	(τάϊπράϊτερ)	= γραφομηχανὴ
lipstick	(λίπστικ)	= κραγιὸν χειλέων
to conclude	(κονλιούντ)	= συμπεραίνω
tip	(τιπ)	= ἄκρον
to slide	(σλάϊντ)	= γλυστρῶ
liquid	(λίκουϊντ)	= ὑγρὸ
file	(φάϊλ)	= λίμα

scissors (σίζορς) = ψαλίδι
blade (μπλέϊντ) = λεπίδα
miscellaneous (μισελένιες) = διάφορος-η-ο
to clatter (κλάτερ) = βροντῶ, πέφτω μὲ θόρυβο
to tinkle (τινκλ) = κουδουνίζω
peroxide (περαξάϊντ) = ὑπεροξείδιον
steady (στέντι) = σταθερὸς-ή-ὸ
shattered (chάτερεντ) = ταραγμένος, θορυβημένος-η-ο
partly (πάρτλι) = μερικῶς
iodine (άϊοντιν) = ἰώδιο
toothbrush (τούθμπραch) = ὀδοντόβουρτσα
to smash (σμαch) = καταστρέφω

TEXT

Nine needles

by James Thumber

I looked everywhere in the house but I could not find a pencil, or a pen, or a typewriter. I could find pieces of paper, but nothing with which to write on them. I don't know what gave me the idea — a movie I had seen, perhaps, or a story I had read — but I suddenly thought of writing a message with a lipstick. The wife might have an extra lipstick lying around and, if so, I concluded it would be in the medicine cabinet. I went back and began looking around in it for a lipstick. I saw what I thought looked like the metal tip of one, and I got two fingers around it and began to pull gently — it was under a lot of things. Every object in the medicine cabinet began to slide. Bottles broke in the wash-bowl and on the floor; red, brown, and white liquids fell down, nail-files, scissors, razor-blades, and miscellaneous objects sang and clattered and tinkled. I was covered with perfume, peroxide and cold cream.

It took me half an hour to get them all together in the middle of the bathroom floor. I made no attempt to put anything back in the medicine cabinet. I knew it would take a steadier hand than mine and a less shattered spirit. Before I went away (only partly shaved) and abandoned

the place, I left a note saying that I was afraid there were needles in the bath-tub and the wash-bowl and that I had taken their towel and that I would call up and tell them everything — I wrote it in iodine with the end of a tooth-brush. I have not yet called up, I am sorry to say. I have neither found the courage nor thought up the words to explain what happened. I suppose my friends believe that I deliberately smashed up their bathroom and stole their towel. I don't know for sure, because they have not yet called me up either.

TRANSLATION

Ἐννέα βελόνες

ὑπὸ James Thumber

Ἔψαξα παντοῦ μέσα στὸ σπίτι, ἀλλὰ δὲν μποροῦσα νὰ βρῶ ἕνα μολύβι ἢ μιὰ πέννα ἢ μιὰ γραφομηχανή. Μπόρεσα νὰ βρῶ κομάτια ἀπὸ χαρτί, ἀλλὰ τίποτε μὲ τὸ ὁποῖο νὰ μπορῶ νὰ γράψω ἐπάνω σ' αὐτά. Δὲν ξέρω, τί μοῦ ἔδωσε τὴν ἰδέα — ἕνα ἔργο ποὺ εἶχα δῆ ἴσως ἢ μιὰ ἱστορία ποὺ εἶχα διαβάσει — ἀλλὰ ξαφνικὰ σκέφτηκα νὰ γράψω ἕνα μήνυμα μὲ τὸ κραγιόν. Ἡ σύζυγος πιθανὸν νὰ εἶχε ἕνα παραπανίσιο κραγιὸν κάπου ἐκεῖ καί, ἂν ἦταν ἔτσι, συνεπέρανα, θὰ ἔπρεπε νὰ εἶναι στὸ φαρμακεῖο. Πῆγα πίσω στὸ φαρμακεῖο κι ἄρχισα νὰ ψάχνω ὁλόγυρα μέσα σ' αὐτὸ γιὰ τὸ κραγιόν. Εἶδα κάτι, ποὺ ἔμοιαζε σὰν τὸ μεταλλικὸ ἄκρο ἑνὸς (κραγιὸν), κι ἔβαλα τὰ δυό μου δάχτυλα γύρω ἀπ' αὐτὸ κι ἄρχισα νὰ τὸ τραβῶ εὐγενικὰ — ἦταν κάτω ἀπὸ ἕνα σωρὸ πράγματα. Κάθε ἀντικείμενο μέσα στὸ φαρμακεῖο ἄρχισε να γλυστρᾶ. Μπουκάλια ἔσπασαν μέσα στὸ νεροχύτη καὶ πάνω στὸ πάτωμα. Κόκκινα, καφὲ κι ἄσπρα ὑγρὰ ἔπεσαν κάτω, λίμες γιὰ τὰ νύχια, ψαλίδια, ξυριστικὲς λεπίδες καὶ ὅλων τῶν εἰδῶν τὰ ἀντικείμενα τραγουδοῦσαν καὶ σκορπίζονταν καὶ κουδούνιζαν. Ἤμουν σκεπασμένος μὲ ἀρώματα, ὑπεροξείδιον καὶ κρύες κρέμες.

Μοῦ χρειάστηκε μισὴ ὥρα νὰ τὰ μαζέψω ὅλα μαζὶ στὴ μέση τοῦ πατώματος τοῦ μπάνιου. Δὲν ἔκανα καμιὰ προσπάθεια νὰ βάλω (τίποτε) κανένα μέσα στὸ φαρμακεῖο. Ἤξερα, ὅτι θὰ χρειαζόταν ἕνα πιὸ σταθερὸ χέρι ἀπὸ τὸ δικό μου κι ἕνα λιγότερο στραπατσαρισμένο πνεῦμα. Πρὶν νὰ φύγω (ἐν μέρει ξυρισμένος) καὶ ἐγκαταλείψω τὸν τόπο, ἄφησα μιὰ σημείωση λέγοντας, ὅτι φοβόμουν, ὅτι ὑπῆρχαν βελόνες μέσα στὴ σκάφη τοῦ μπάνιου καὶ στὸν νιπτῆρα καὶ ὅτι ἔπαιρνα τὴν πετσέτα τους καὶ ὅτι θὰ τοὺς τηλεφωνοῦσα καὶ θὰ τοὺς ἔλεγα τὰ πάντα — ἔγραψα αὐτὰ μὲ ἰώδιο μὲ τὴν ἄκρη μιᾶς ὀδοντόβουρ-

τσας. Δὲν τοὺς ἔχω τηλεφωνήσει ἀκόμη, λυπᾶμαι ποὺ τὸ λέω. Οὔτε βρῆκα τὸ κουράγιο οὔτε καὶ σκέφτηκα τὶς λέξεις, γιὰ νὰ ἐξηγήσω, τί συνέβηκε. Ὑποθέτω, ὅτι οἱ φίλοι μου πιστεύουν, ὅτι θεληματικὰ κατέστρεψα τὸ μπάνιο τους κι ἔκλεψα τὴν πετσέτα τους. Δὲν εἶμαι βέβαιος, γιατὶ δὲν μὲ ἔχουν καλέσει ἀκόμη.

Παρατηρήσεις

Τὸ ρῆμα **look** τὸ συναντοῦμε μὲ διαφορετικὲς προθέσεις καὶ ἔννοιες. Look at = κυττάζω. Look for = ψάχνω. Look after = φροντίζω. Look out = προσέχω. Look up = ἀναζητῶ.

Look at him, he is crying = κύτταξέ τον, κλαίει.
No, he is looking for the nine needles = Ὄχι, αὐτὸς ψάχνει γιὰ τὶς ἐννέα βελόνες.
Mary is looking after the Martins' children = ἡ Μαίρη φροντίζει τὰ παιδιὰ τῶν Μάρτιν.
Look out before you cross a street = πρόσεχε, πρὶν νὰ διασχίσης ἕναν δρόμο.
Look up the words in the dictionary if you don't know them = ψάξε νὰ βρῆς τὶς λέξεις στὸ λεξικό, ἂν δὲν τὶς ξέρης.

Movie = moving picture, film. Τὸ ρῆμα εἶναι, **move** = κινοῦμαι καὶ **movement** = ἡ κίνηση. Move = καὶ μεταχομίζω.

The Dawsons moved from the city to the suburbs = οἱ Ντάουσον μετακόμισαν ἀπὸ τὴν πόλη στὰ προάστια.

Τὸ ρῆμα **conclude** = συμπεραίνω = to end, to decide, to judge, to bring about as a result, to finish καὶ τὸ οὐσιαστικὸ conclusion = the end, the judgement, the result.

The conclusion of the meeting was not announced to people = τὸ συμπέρασμα τῆς συνεδριάσεως δὲν ἀνακοινώθηκε στὸν κόσμο.

Τὸ ρῆμα **slide** = γλυστρῶ, slide-slid-slid or sliden = to move smoothly on a surface as on ice, to fall by a loss of support καὶ slide, τὸ οὐσιαστικὸ = fall.

Everything in the medicine cabinet slid down and broke = τὸ κάθε τί στὸ φαρμακεῖο γλύστρησε κάτω κι ἔσπασε.

Miscellaneous = of all kinds.

To clatter = to fall noisily.

To tinkle = to make a sound like a small bell.

Attempt = προσπάθεια καὶ προσπαθῶ. **To attempt** = to try to do καὶ attempt = effort, try.

They made an attempt to reach the train but it was too late for them = ἔκαναν μιὰ προσπάθεια νὰ φθάσουν τὸ τραῖνο, ἀλλὰ ἦταν πολὺ ἀργὰ γι' αὐτούς.

Steady = σταθερὸς = firm, calm, constant, resolute, regular. 'Αντίθετα unsteady, nervous.

To steady = to make or become steady, firm.

His hands were trembling and he stopped his attempt because the work needed a steady hand = τὰ χέρια του ἔτρεμαν καὶ σταμάτησε τὴν προσπάθειά του, γιατὶ ἡ δουλειὰ χρειάζονταν ἕνα σταθερὸ χέρι.

Τὸ ρῆμα **abandon** = to leave, to go away, to desert, to give up, to surrender.

He abandoned his attempt and went away = αὐτὸς παράτησε τὴν προσπάθειά του κι ἔφυγε μακριά.

Τὸ ρῆμα **call up** = to **telephone**.

I forgot to call up John yesterday although I had promised to call him up at noon = ξέχασα νὰ τηλεφωνήσω στὸν Τζὼν χθές, ἂν καὶ τοῦ εἶχα ὑποσχεθῆ νὰ τοῦ τηλεφωνήσω τὸ μεσημέρι.
Did anyone call me up while I was absent? = μοῦ τηλεφώνησε κανείς, ἐνῶ ἀπουσίαζα;

Τὸ ρῆμα call μὲ τὴν πρόθεση on, **call on** = to visit.

My friends called on me last night = οἱ φίλοι μου μὲ ἐπεσκέφθηκαν χθὲς τὸ βράδυ.

Ἐπίσης **call off** = to cancel = ἀναβάλλω.

The meeting was called off because of the weather = ἡ συνεδρίαση ἀνεβλήθη ἐξ αἰτίας τοῦ καιροῦ.

Ἐπίσης τὸ **call down** = to scold, to reprimand = μαλώνω.

John was (scolded) called down by his boss for coming late to work = Τὸν Τζὼν τὸν μάλωσε (παρατήρησε) τὸ ἀφεντικό του, γιατὶ ἦρθε ἀργὰ στὴ δουλειά.

Don't call Mary down for that mistake. I am sure that she didn't make it on purpose = μὴν μαλώνῃς τὴν Μαίρη γιὰ ἐκεῖνο τὸ λάθος. Εἶμαι βέβαιος, ὅτι δὲν τὸ ἔκανε μὲ σκοπὸ (ἐπίτηδες).

Neither-nor = οὔτε-οὔτε.

Neither John nor Mary have been in Greece = οὔτε ὁ Τζὼν οὔτε καὶ ἡ Μαίρη ἔχουν πάει στὴν Ἑλλάδα.

John will have neither tomato soup nor vegetables = ὁ Τζὼν δὲν θὰ φάῃ οὔτε ντοματόσουπα οὔτε καὶ λαχανικά.

Mr Walton likes neither the movies nor the television = Στὸν κύριο Walton δὲν ἀρέσει οὔτε ὁ κινηματογράφος οὔτε κι ἡ τηλεόραση.

Τὸ ρῆμα **to smash up** = to break or to be broken into pieces, to wreck or to collapse ... καὶ smash = ruin, wreck.

He smashed all the bottles of the medicine cabinet = αὐτὸς ἔσπασε (κατέστρεψε) ὅλα τὰ μπουκάλια ἀπὸ τὸ φαρμακεῖο.

Ἡ ἔκφραση **to make believe** = κάνω κάτι πιστευτὸ ἄρα ὑποκρίνομαι = to pretend καὶ τὸ οὐσιαστικὸ ἀπὸ τὸ ρῆμα εἶναι τὸ belief = πίστη = faith, trust, opinion, conviction. Ἀντίθετα τὸ unbelief, disbelief.

To believe = to have faith, to think, to judge.

EXERCISE 351

Answer the following questions :

What was he looking to find?
Could he find a piece of paper?

Did he find a pencil?
What thought did he suddenly have?
Was there an extra lipstick in the house?
Where did he think there was an extra one?
Did he think he saw one in the medicine cabinet?
Did everything begin to slide?
What kinds of things did they fall?
How long did it take him to gather them?
Did he make an attempt to put them back?
Did he leave a note?
What did he say in it?
Did he have the courage to call up to them?
Did they invite him again?

EXERCISE 352

Δῶστε συνώνυμα στὶς εκφράσεις :

He was looking for the needles.
He wrote the conclusion of the test.
The bottles slid down on the floor.
They all tinkled.
He made an attempt to study more.
He wrote it with a steady hand.
They abandoned their search.
He did not call them up.
He called off the invitation.
His boss called John down for it.
He smashed up all the bottles.
He made them believe he was ill.
He has a belief to him.
All of a sudden he appeared.

EXERCISE 353

Δῶστε ἀντίθετα στὶς λέξεις :

Sorry, male, rapidly, gently, difficult, remember, never, bright, wise, tedious, quickly, end.

XLI

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 351

He was looking to find a pencil.
Yes, he found some pieces of paper.
No, he did not find a pencil.
He remembered the lipstick.
There must be an extra lipstick, he thought.
He thought there was an extra one in the medicine cabinet.
Yes, he thought he saw the tip of one.
Yes, everything began to slide down.
They fell bottles, nail-files, and scissors.
It took him half an hour to gather them.
No, he did not make an attempt.
Yes, he left a note.
He said he was sorry about what happened.
No, he did not have the courage to call them up.
No, they did not invite him again.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 352

He was seeking for the needles.
He wrote the judgment of the test.
The bottles moved smoothly down on the floor.
They all made a sound like a bell.
He tried to study more.
He wrote it with a calm hand.
They stopped their search.
He did not phone them.
He postponed the invitation.

His boss scolded John for it.
He broke all the bottles.
He pretended he was ill.
He has faith to him.
Suddenly he appeared.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 353

Glad, female, slowly, brutly, easy, forget, always, dark, unwise, interesting, slowly, start.

VOCABULARY

outstanding	(αουτστέντιγκ)	= διαπρεπὴς
statue	(στέϊτchου)	= ἄγαλμα
to unveile	(ανβέϊλ)	= ἀποκαλύπτω
consciously	(κάνchιουσλι)	= ἐνσυνειδήτως, συνειδητὰ
to govern	(γκάβερν)	= κυβερνῶ, διοικῶ
soul	(σόουλ)	= ψυχὴ
attitude	(άτιτιουντ)	= συμπεριφορὰ
contemporary	(κοντέμποραρι)	= σύγχρονος -η-ο
to penetrate	(πενετρέϊτ)	= διαπερῶ, διασχίζω, εἰσχωρῶ
torch	(τορτch)	= λαμπάδα
the constitution	(κανστιτούchιεν)	= σύνταγμα
explicit	(έξπλισιτ)	= ρητός, σαφής, καθαρὸς
to steam	(στιμ)	= κινοῦμαι μὲ ἀτμὸ
heritage	(hέριτατj)	= κληρονομιὰ
deliberate	(ντελίμπερέϊτ)	= προμελετημένος, σκόπιμος
deliberately	(ντελιμπερέϊτλι)	= σκόπιμα
commemorate	(κομέμορέϊτ)	= γιορτάζω κάτι, τελῶ τὴν μνήμην.
folly	(φόλι)	= τρέλλα, παραλογισμὸς
ambition	(αμπίchιεν)	= φιλοδοξία
curable	(κιούρεμπλ)	= θεραπεύσιμος
perceptive	(περσέπτιβ)	= ἀντιληπτικός, διορατικὸς-ὴ-ὸ

gesture	(γκέστιουρ)	= χειρονομία, νεῦμα
harmonise	(hάρμονάϊζ)	= ἐναρμονίζω
conspicuous	(κονσπίκιες)	= ὁρατός, καταφανής, περίβλεπτος
subscription	(σαμπσκρίπchιεν)	= συνδρομή
pedestal	(πέντεσταλ)	= βάθρο, βάση
campaign	(καμπέϊν)	= ἐκστρατεία
contribution	(κοντριμπιούchιεν)	= εἰσφορὰ σὲ φιλανθρωπικὸ ἔργο, συμβολή
project	πρότjεκτ	= σχέδιο, μελέτη
enlight	(ενλάϊτ)	= διαφωτίζω

TEXT

THE STATUE OF LIBERTY

by Brooks Atkinson (1894-

Brooks Atkinson, one of the outstanding newspapermen in the United States, writes for the New York Times. In the following selection he gives the history of the Statue of Liberty, which stands in New York harbor welcoming those who come to the United States.

October 28.

On this day in 1886 the Statue of Liberty was unveiled on Bedloe's Island in the Bay. Like the Hudson River and the Palisades, it is now accepted as one of the natural glories of New York. We who are used to it seldom see it consciously, but it is in our souls and governs our attitude towards the contemporary world. It is a work of art beyond criticism now, for no one knows how deeply it has penetrated into the life of America and of the world, nor how much it has strengthened the ideal of liberty by standing there year after year and holding a lighted torch in the sky. The Constitution is no more explicit than this silent colossus that rises three hundred and five feet, eleven inches above low water in our harbor and greets every ship that steams through the Narrows.

Now that it has become part of our heritage, it is difficult to realize

that once it was planned deliberately. Edouard René de Laboulaye, a friend of America, called together a group of French artists and writers at Versailles in 1865 to consider some way of commemorating the first century of freedom in America. Author of a number of political studies of America, he had once written : «The folly of love and the madness of ambition are sometimes curable, but no one was ever cured of a mania for liberty.» This perceptive statement shows how genuinely he understood the American principle. The men meeting in this house decided to give America a huge statue of Liberty as a gesture of friendship from the French people. Frédéric Auguste Bartholdi, the sculptor, drew the sketches and chose the setting on Bedloe's Island (then Fort Wood). He wanted to design the largest statue in the world, but harmonize it so completely with the harbor that the size would not be conspicuous.

In the course of years more than a million francs were raised by popular subscription in France. It was not easy to raise the whole amount, but in time the people gave it, and the Statue of Liberty is genuinely a gift from the French people. It took the United States nine years to collect three hundred thousand dollars to build the pedestal. An immigrant to America, Joseph Pulitzer, raised a large part of that sum through an active campaign in his newspaper, the World. More than 80 per cent of the money raised came in contributions of less than one dollar. Like Laboulaye, Pulitzer fully understood the truth of the project, and perhaps also foresaw what it would mean to the world.

TRANSLATION

ΤΟ ΑΓΑΛΜΑ ΤΗΣ ΕΛΕΥΘΕΡΙΑΣ

ὑπὸ Brooks Atkinson

Ὁ Brooks Atkinson, ἕνας ἀπὸ τοὺς διαπρεπεστέρους δημοσιογράφους στὶς Ἡνωμένες Πολιτεῖες, γράφει γιὰ τοὺς «Τάϊμς τῆς Νέας Ὑόρκης». Στὴν παρακάτω ἐπιλογὴ δίνει τὴν ἱστορία τοῦ Ἀγάλματος τῆς Ἐλευθερίας, ποὺ στέκεται στὸ λιμάνι τῆς Νέας Ὑόρκης καλωσορίζοντας ὅσους ἔρχονται στὶς Ἡνωμένες Πολιτεῖες.

Ὀκτώβριος 28.
Τὴ μέρα αὐτὴ τοῦ 1886 τὸ Ἄγαλμα τῆς Ἐλευθερίας ἀπεκαλύφθη στὸ

Bedloe's Island στὸν κόλπο. Ὅπως τὸ Hudson River καὶ τὸ Palisades, εἶναι τώρα παραδεκτὸ σὰν μιὰ ἀπὸ τὶς φυσικὲς δόξες τῆς Νέας Ὑόρκης. Ἐμεῖς ποὺ τὄχουμε συνηθίσει, σπάνια τὸ βλέπουμε συνειδητά, ἀλλὰ εἶναι μέσα στὶς ψυχές μας καὶ κυβερνάει τὴ στάση μας ἀπέναντι στὸ σύγχρονο κόσμο. Εἶναι ἕνα ἔργο τέχνης ὑπεράνω κριτικῆς τώρα, γιατὶ κανεὶς δὲν ξέρει πόσο βαθιὰ εἰσεχώρησε στὴ ζωὴ τῆς Ἀμερικῆς καὶ τοῦ κόσμου, οὔτε πόσο πολὺ δυνάμωσε τὸ ἰδεῶδες τῆς ἐλευθερίας, καθὼς στέκεται δῶ χρόνο μὲ χρόνο καὶ κρατάει ἕναν φωτεινὸ δαυλὸ στὸν οὐρανό. Τὸ Σύνταγμα δὲν εἶναι τόσο εὔγλωττο (σαφὲς) ὅσο ὁ σιωπηλὸς αὐτὸς κολοσσός, ποὺ ὀρθώνεται 305 πόδια καὶ 11 ἴντσες πάνω ἀπὸ τὸ χαμηλὸ νερὸ στὸ λιμάνι μας καὶ χαιρετάει κάθε καράβι, ποὺ πλέει ἀνάμεσα στὰ Στενά.

Τώρα ποὺ ἔχει γίνει μέρος τῆς κληρονομιᾶς μας, εἶναι δύσκολο νὰ καταλάβουμε, πῶς μιὰ φορὰ σχεδιάστηκε ὕστερα ἀπὸ σκέψη. Ὁ Edouard René de Laboulaye, φίλος τῆς Ἀμερικῆς, κάλεσε μαζὶ ἕναν ὅμιλο Γάλλων καλλιτεχνῶν καὶ συγγραφέων στὶς Βερσαλλίες τὸ 1865, γιὰ νὰ ἐξετάσουν ἕναν τρόπο, γιὰ νὰ γιορτάσουν (μνημονεύσουν) τὴν πρώτη ἑκατονταετηρίδα τῆς ἐλευθερίας τῆς Ἀμερικῆς. Συγγραφέας πολλῶν πολιτικῶν μελετῶν τῆς Ἀμερικῆς εἶχε γράψει κάποτε: «Ἡ τρέλλα τῆς ἀγάπης κι ἡ μανία τῆς φιλοδοξίας γιατρεύονται κάποτε, ἀλλὰ ποτὲ δὲν θεραπεύτηκε κανεὶς ἀπὸ τὴν μανία τῆς ἐλευθερίας.» Ἡ διορατικὴ αὐτὴ δήλωση δείχνει, πόσο γνήσια (ἀληθινὰ) κατάλαβε τὴν ἀμερικανικὴ ἀρχή. Οἱ ἄντρες, ποὺ συνεδρίασαν στὸ σπίτι του, ἀπεφάσισαν νὰ δώσουν στὴν Ἀμερικὴ ἕνα τεράστιο ἄγαλμα τῆς Ἐλευθερίας, σὰν χειρονομία φιλίας ἀπὸ τὸ γαλλικὸ λαό. Ὁ Frédéric Auguste Bartholdi, ὁ γλύπτης, ἐξεπόνησε τὰ σχέδια καὶ διάλεξε τὴ θέση τοῦ Bedloe's Island (τότε Fort Wood). Ἤθελε νὰ σχεδιάση τὸ μεγαλύτερο ἄγαλμα τοῦ κόσμου, ἀλλὰ νὰ τὸ ἐναρμονίση τόσο τέλεια μὲ τὸ λιμάνι, ὥστε τὸ μέγεθος νὰ μὴν εἶναι καταφανές.

Στὸ πέρασμα τῶν χρόνων περισσότερα ἀπὸ ἕνα ἑκατομμύριο φράγκα μαζεύτηκαν μὲ λαϊκὲς εἰσφορὲς στὴν Γαλλία. Δὲν ἦταν εὔκολο νὰ συγκεντρωθῆ τὸ ὁλικὸ ποσό, ἀλλὰ μὲ τὸν καιρὸ ὁ λαὸς τὸ ἔδωσε καὶ τὸ Ἄγαλμα τῆς Ἐλευθερίας εἶναι στ' ἀλήθεια ἕνα δῶρο ἀπὸ τὸν γαλλικὸ λαό. Οἱ Ἡνωμένες Πολιτεῖες χρειάστηκαν ἐννιὰ χρόνια, γιὰ νὰ μαζέψουν 300.000 δολλάρια, γιὰ νὰ κατασκευάσουν τὸ βάθρο. Ἕνας μετανάστης στὴν Ἀμερική, ὁ Joseph Pulitzer, μάζεψε ἕνα μεγάλο μέρος αὐτοῦ τοῦ ποσοῦ μὲ μιὰ δραστήρια καμπάνια στὴν ἐφημερίδα του τὸν «Κόσμο». Περισσότερο ἀπὸ 80% τοῦ συγκεντρωθέντος ποσοῦ προῆλθε ἀπὸ εἰσφορὲς μικρότερες τοῦ δολλαρίου. Ὅπως κι ὁ Laboulaye, ὁ Pulitzer κατενόησε ἀπόλυτα τὴν ἀλήθεια τοῦ σχεδίου κι ἴσως προέβλεψε ἐπίσης, τί θὰ ἐσήμαινε γιὰ τὸν κόσμο.

Παρατηρήσεις

The Statue of Liberty = τὸ ἄγαλμα τῆς Ἐλευθερίας.

Conscious (κόνσιους) = συνειδητὸς -ὴ-ὸ

To be conscious of something = ἔχω συνείδηση (ἐπίγνωσιν) κάποιου πράγματος.

I was conscious that he was looking at me = ἔνιωθα, καταλάβαινα, πὼς μὲ κύτταζε.

Man as a conscious being = ὁ ἄνθρωπος σὰν συνειδητὸ ὄν.

Τὸ ἐπίρρημα τοῦ conscious εἶναι τὸ consciously = ἐνσυνειδήτως, συνειδητὰ καὶ τὸ οὐσιαστικὸ εἶναι τὸ consciousness (κόνσιουσνες) = συνείδηση, συναίσθηση, ἀντίληψη, π.χ.:

To act in full consciousness of the consequences = ἐνεργῶ μὲ πλήρη συναίσθηση τῶν συνεπειῶν.

The consciousness of being watched = τὸ συναίσθημα πὼς μὲ κυτταζαν.

Govern = κυβερνῶ, **government** (γκάβερνμεντ) = κυβέρνηση, **governor** = κυβερνήτης.

Laws that govern chemical reactions = Νόμοι ποὺ διέπουν τὶς χημικὲς ἀντιδράσεις.

Justice should always govern our policy = ἡ δικαιοσύνη πρέπει νὰ διέπη πάντοτε τὴν πολιτική μας.

«The Right Divine of Kings to govern wrong» = τὸ θεῖον δικαίωμα τῶν βασιλέων νὰ κυβερνοῦν λανθασμένα.

Syn. Rule.

To penetrate = διαπερῶ, διασχίζω, εἰσχωρῶ, π.χ.:

He fell on the knife which penetrated the flesh = ἔπεσε πάνω στὸ μαχαίρι, ποὺ τρύπησε τὴ σάρκα.

Darkness that the eye could not penetrate = σκοτάδι ποὺ τὸ μάτι δὲν μποροῦσε νὰ διαπεράση.

To perforate = κάνω τρύπες, π.χ.:

To perforate a sheet of paper = κάνω τρύπες σὲ ἕνα κομάτι χαρτί.

Explicit = clearly stated.
Explicit declaration = ρητὴ (σαφὴς) δήλωση.

To give more explicit promises = δίδω περισσότερο σαφεῖς (συγκεκριμένες) ὑποσχέσεις.

To steam = κινοῦμαι μὲ ἀτμό.

The ship steamed away = τὸ ἀτμόπλοιο ἀπέπλευσε.
The ship steamed out of the port = τὸ βαπόρι βγῆκε ἀπὸ τὸ λιμάνι.
To steam at ten knots (νότς) = πλέω μὲ δέκα κόμβους.
How fast are we steaming? = τί ταχύτητα ἔχουμε;
Twelve knots = μὲ δώδεκα κόμβους.

Heritage = κληρονομία (ἀκίνητος περιουσία), π.χ. :

O, lord, bless thine heritage = Εὐλόγησον, Κύριε, τὴν κληρονομίαν σου.

Liberty of speech is the heritage of free men = ἡ ἐλευθερία τοῦ λόγου εἶναι ἡ κληρονομιὰ τῶν ἐλευθέρων ἀνθρώπων.

Syn. heritage = inheritage, partimony.

Τὰ ρήματα rise καὶ raise παρουσιάζουν πολλὲς φορὲς δυσκολίες στοὺς σπουδαστὲς τῆς ἀγγλικῆς γλώσσας. Ἡ κυρίως διαφορὰ μεταξύ τους εἶναι ἡ ἑξῆς : τὸ ρῆμα rise εἶναι μέσο, δὲν παίρνει ἀντικείμενο, ἐνῶ τὸ raise εἶναι ἐνεργητικό, ἔχει ἀντικείμενο. Ἐπειδὴ τὸ rise δὲν ἔχει ἀντικείμενο, δὲν μπορεῖ νὰ χρησιμοποιηθῆ στὴν παθητικὴ φωνή. Τὸ raise μπορεῖ νὰ χρησιμοποιηθῆ στὴν παθητικὴ φωνή. Τὸ ἀντικείμενό του γίνεται τὸ ὑποκείμενο τοῦ ρήματος τῆς παθητικῆς φωνῆς.

Οἱ χρόνοι τῶν ρημάτων αὐτῶν εἶναι οἱ ἑξῆς :

rise, rose, risen
raise, raised, raised

Rise = to move up = σηκώνομαι.
Raise = to cause, to move up, to grow or to collect (money) = ἀνυψώνω, μαζεύω χρήματα.

Τὰ οὐσιαστικὰ τῶν δύο ρημάτων εἶναι τὰ ἑξῆς :

a rise = a movement upward = μιὰ κίνηση πρὸς τὰ πάνω.
a raise = an increase in salary = μία αὔξηση μισθῶν.

Perceptive = understanding = ἀντιληπτικός, διορατικὸς-ἡ-ὁ
Perceptive organs = αἰσθητήρια ὄργανα.
Perception (περσέπchιεν) = ἀντίληψη, π.χ:

colour perception = ἀντίληψη τῶν χρωμάτων.
To harmonize = ἐναρμονίζω.
Syn. harmonize = accord, agree.
colour that harmonize well = χρώματα ποὺ ταιριάζουν (συμφωνοῦν) μεταξύ τους.

EXERCISE 354

Rise and **Raise**

Συμπληρῶστε τὰ κενά :

The Statue of Liberty . . . . 305 feet, 11 inches above low water in the harbor.
It was not easy to . . . . the money for the statue.
Pulitzer . . . . money to build the pedestal.
Most of the money . . . . came in contributions of less that one dollar.
The Statue has one arm . . . .
The cost of living . . . . since 1960.
There has been a . . . . . in prices.
Each employee will receive a . . . .
Wheat . . . . in North Dakota.
The sun . . . . at 6 : 35 this morning.

EXERCISE 355

Preposition Practice

The new nation was conceived . . . . liberty.
We are engaged . . . . a civil war.
We have met . . . . a battlefield . . . . of that war.
We have come to dedicate a portion . . . . of that field.
. . . . a larger sense, we cannot dedicate this ground.
We must be dedicated . . . . the great task remaining . . . . us.
They gave the last full measure . . . . devotion.
These dead shall not have died . . . . vain.
The nation, ... God, shall have a new birth . . . . freedom.

Government . . . . the people, ... the people, ... the people, shall not perish . . . . the earth.

XLII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 354

Rise and **Raise**

The Statue of Liberty **rises** 305 feet, 11 inches above low water in the harbor.

It was not easy to **raise** the money for the statue.

Pulitzer **raised** money to build the pedestal.

Most of the money **raised** came in contributions of less than one dollar.

The Statue has one arm **risen**.

The cost of living **raised** since 1960.

There has been a **raise** in prices.

Each employee will receive a **raise**.

Wheat **raises** in North Dakota.

The sun **rises** at 6,35 this morning.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 355

Preposition Practice

The new nation was conceived **in** liberty.

We are engaged **in** a civil war.

We have met **on** a battlefield **of** that war.

We have come to dedicate a portion **of** that field.

In a larger sense, we cannot dedicate this ground.

We must be dedicated **to** the great task remaining **before** us.

They gave the last full measure **of** devotion.

These dead shall not have died **in** vain.

This nation **under** God, shall have a new birth **of** freedom.

Government **of** the people, **by** the people, **for** the people, shall not perish **from** the earth.

A USEFUL TEST

Ἀρχίζουμε πάλι ἕνα ἄλλο preliminary test τοῦ Πανεπιστημίου τοῦ Michigan, γιὰ νὰ ἐξοικειωθοῦν καλὰ οἱ μαθηταί μας σ' αὐτοῦ τοῦ εἴδους τὶς ἀσκήσεις. Ἀφοῦ καταχωρηθῇ τὸ τέστ, θὰ ἐπακολουθήσουν παρακάτω οἱ σωστὲς λύσεις. Προσοχὴ λοιπόν.

I. VOCABULARY : Partial Recall in Sentence Context. Complete the sentence with ONE of the incomplete words. Give only the ONE best answer.

Example 1 : «May I use your - - - - to read tomorrow's lesson?»

1. n - - - p - - - r, 2. l - - - - r, 3. m - - -z - - e, 4. b - - k, 5. h - t.

Number 4 : **book** completes the sentence best : «May I use your **book** to read tomorrow's lesson?»

A cross must be made in the space marked 4 to show that 4 is the answer to Example 1.

Do not try to identify all the incomplete words given; think of the word that best completes the sentence and mark the corresponding space on the answer sheet.

Note : Each point represents one letter : b . . k (**book**).

Ὁδηγίες

Συμπληρῶστε τὴν πρόταση μὲ **μιὰ** ἀπὸ τὶς ἀσυμπλήρωτες λέξεις.
Δῶστε μόνο τὴ **μιά** καλύτερη ἀπάντηση.

Παράδειγμα 1 :
«May I use your . . . . to read tomorrow's lesson?»

1) n . . . p . . . r, 2) l . . . . r, 3) m . . . z . . e, 4) b . . k, 5) h . t.
'Ο ἀριθμὸς (4) BOOK συμπληρώνει καλύτερα τὴν πρόταση.
«May I use your **book** to read tomorrow's lesson?».

Ἕνας σταυρὸς πρέπει νὰ μπῆ στὸ χῶρο, ποὺ σημειώνεται μὲ 4, γιὰ νὰ δείξη, πὼς τὸ 4 εἶναι ἡ καλύτερη ἀπάντηση στὸ παράδειγμα 1.

Δὲν χρειάζεται νὰ συμπληρώσετε ὁλόκληρη τὴ λέξη.

Σημειῶστε μόνο ποιὰ ἀπὸ τὶς ἀσυμπλήρωτες λέξεις ταιριάζει καλύτερα γιὰ τὴ φράση.

Σημείωση : Κάθε τελεία ἀντιπροσωπεύει ἕνα γράμμα, π.χ. b . . k = book.

He lives . . . . . the house on the corner.
1) o . , 2) i . , 3) u . . n, 4) a . . . e, 5) t .

. . . . the light on; it is dark.
1) t . . n, 2) l . . . t, 3) s . . , 4) m . . e, 5) s . t.

They went . . . . . the door and into the room.
1) a . . . . s, 2) o . . r, 3) u . . , 4) t . . . . . h, 5) i . . o.

Uncle John brought along his son, my . . . .
1) n . . . . w, 2) n . . . e, 3) a . . t, 4) b . . . . . r, 5) c . . . . n

II. **Vocabulary** : Recognition in Sentence Context

Instructions :

Find the nearest meaning of the underlined word or words.

Example II : IT IS NOT YELLOW, IT IS ORANGE.

1. a color
2. a fruit
3. a gate
4. a city in New Jersey
5. round

Number 1 **a color** is the nearest meaning of ORANGE in this sentence. A cross must be made in the space marked I to show that 1 is the answer to Example II.

III. GRAMMATICAL STRUCTURE : Sentence Comprehension

Instructions :

Which one of the phrases numbered 1, 2, 3 is correct according to the sentence in capital letters?

Example III : HAVE YOU STUDIED IN THE UNITED STATES?

The speaker is probably
1. telling somebody to study
2. giving a report
3. asking a question

Phrase number 3 **asking a question** (the speaker is asking a question) is correct according to the sentence in capital letters. Make a cross in the space marked 3 to show that 3 is the correct answer to Example III. Remember : Only ONE answer is correct.

Note : Final punctuation has been omitted.

Ὁδηγίες :

Ποιὰ ἀπὸ τὶς ὑπ' ἀριθμ. 1, 2 καὶ 3 φράσεις εἶναι σωστή, σύμφωνα μὲ τὴν πρόταση, ποὺ εἶναι μὲ κεφαλαῖα;

Παράδειγμα III.
HAVE YOU STUDIED IN THE UNITED STATES?»

Ὁ ὁμιλητὴς πιθανὸν
1. λέει σὲ κάποιον νὰ σπουδάση
2. δίνει ἀναφορὰ
3. ὑποβάλλει ἐρώτηση.

Ἡ ὑπ' ἀριθ. 3 φράση ASKING A QUESTION (ὑποβάλλει ἐρώτηση) εἶναι σωστὴ σύμφωνα μὲ τὴν ἐρώτηση μὲ κεφαλαῖα.

Βάλτε ἕνα σταυρὸ στὸ χῶρο, ποὺ σημειώνεται 3, γιὰ νὰ δείξετε, πὼς τὸ 3 εἶναι ἡ σωστὴ ἀπάντηση στὸ παράδειγμα III.

Ὑπόμνηση : Μόνο **μιὰ** ἀπάντηση εἶναι σωστή.

Σημείωση : Σημεῖα τῆς στίξεως παρελείφθησαν.

«What a beautiful day this is»

This speaker is
1. making an invitation
2. asking about the weather
3. commenting on the weather

«In many ways, John's like his father»

This sentence tells us that
1. John likes his father
2. the father likes John
3. John resembles his father

«That's an ocean-going ship»

This tells us that
1. the ship is moving
2. the ocean is moving
3. the ship makes voyages on the ocean

«Do you want me to help»

The speaker is
1. offering help
2. asking for help
3. expressing an opinion

«The boy's father and his friend's uncle went for an airplane ride»

Who went for an airplane ride?
1. the father and the uncle
2. the father and the boy's friend
3. the boy and his friend

«Rarely had the Smiths seen such beautiful country»

The speaker is
1. asking a question about the country
2. asking a question about the Smiths
3. making a statement about the country

IV. GRAMMATICAL STRUCTURE; Continuing a Conversation.

Instructions :

Which one of the phrases numbered 1, 2, 3, is a reasonable continuation of the conversation?

Example IV : (Speaker A) «WHO CALLED ME?»
(Speaker B) 1. «Did you answer?»
2. «Your sister»
3. «Good morning»

Number 2, **your sister**, is a reasonable continuation of the conversation. Make a cross in the space marked 2 to show that 2 is the correct answer to Example IV.

Note : Final punctuation has been omitted.

Ὁδηγίες :

Ποιὰ ἀπὸ τὶς ὑπ' ἀριθ. 1, 2 καὶ 3 φράσεις εἶναι ἡ λογικὴ συνέχεια τῆς συνομιλίας;

Παράδειγμα IV :
Ὁμιλητὴς A «Who called me?»
Ὁμιλητὴς B 1. Did you answer?

2. your sister
3. Good morning

Ἡ ὑπ' ἀριθ. 2 ἀπάντηση **your sister** εἶναι ἡ λογικὴ συνέχεια τῆς συνομιλίας. Κάντε ἕνα σταυρὸ στὸ χῶρο ποὺ σημειώνεται μὲ τὸ 2, γιὰ νὰ δείξετε, ὅτι τὸ 2 εἶναι ἡ σωστὴ ἀπάντηση στὸ Παράδειγμα IV.

Σημείωση : Τὰ σημεῖα τῆς στίξεως παρελείφθησαν.

(Speaker A) «Will you take a walk to the store with me»
(Speaker B) 1. «Yes, I'd like to»
2. «Why do you?»
3. «Yes, are you going to leave it there?»

(Speaker A) «What time is it»
(Speaker B) 1. «I don't know»
2. «I don't have time»
3. «Yes, isn't it?»

(Speaker A) «Where are you going»
(Speaker B) 1. «Tomorrow, I think»
2. «No, I've changed my mind»
3. «To New York»

(Speaker A) «Can you do that»
(Speaker B) 1. «I don't like cans»
2. «No, show me how»
3. «So can I»

V. GRAMMATICAL STRUCTURE : Partial Production.

Instructions :

Which incomplete sentence is correct according to the situation described? (Each blank represents one word).

Example V : The door is open. Cold air is moving into the house. John says,

1. «Please, — the door»
2. «Please the — close»
3. «The door — please»

Number 1, **Please close the door**, is correct in that situation. Make a cross in the space marked 1 to show that 1 is the correct answer for Example V.

Ὁδηγίες :

Ποιὰ ἀσυμπλήρωτη φράση εἶναι σωστὴ σύμφωνα μὲ τὴν περιγραφομένη κατάσταση, (κάθε παύλα ἀντιπροσωπεύει μιὰ λέξη).

Παράδειγμα V.
The door is open. Cold air is moving into the house.
John says

1. «Please — the door»
2. «Please the — close
3. «The door — please»

Ἡ ὑπ' ἀριθ. 1 ἀπάντηση **Please close the door**, εἶναι σωστὴ σ' αὐτὴ τὴν περίπτωση. Κάνετε ἕνα σταυρὸ στὸ χῶρο ποὺ σημειώνεται μὲ 1, γιὰ νὰ δείξετε, ὅτι τὸ 1 εἶναι ἡ σωστὴ ἀπάντηση γιὰ τὸ παράδειγμα V.

John is in a bookstore and wishes to purchase a book
He asks the clerk,

1. — — does this book cost»?
2. «— — this book costs?»
3. «This book — — costs?»
4. «Costs — — this book?»
5. «This book does cost — —?»

Fred and his family are going on a trip. He tells

1. «We going — to the city tomorrow»
2. «— we — to the city tomorrow»

3. «We are — to the city tomorrow»
4. «The city we — to tomorrow»
5. «Are — to the city tomorrow»

Mr Smith's work is mining coal. We say,

1. «He is an — miner»
2. «He is a — miner»
3. «He is a miner —»
4. «Is a — of — »

Sam said that his father didn't like chocolate ice cream. He said,

1. «He —ing strawberry better»
2. «—s strawberry better»
3. «He —s strawberry better»
4. «He is —ing strawberry better»

VI. PRONUNCIATION : Consonants and Vowels.

Instructions :

Compare the SOUNDS omitted in each problem. Are they the same?

Example VI :

Mrs Jones tele —oned (1) the —ish (2) market and asked them to deli —er (3) some shrimp.

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

The SOUNDS omitted in 1)-tele(ph)oned and 2-(f)ish are the same.

Therefore the answer is A) 1 and 2. Make a cross in the space marked A, to show that «1 and 2» is the correct answer for Example VI.

COMPARE THE SOUNDS, NOT THE LETTERS. If none of the sounds are the same, marke space E.

Remember : Mark only one space for each problem.

Ὁδηγίες :

Συγκρίνατε τοὺς ἤχους, ποὺ παραλείπονται σὲ κάθε πρόβλημα. Εἶναι οἱ ἴδιοι;

Παράδειγμα VI.

Mrs Jones tele—oned (1) the - ish(2) market and asked them to deli—er (3) some shrimp.

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

Οἱ ἦχοι, ποὺ παραλείπονται στὸ 1-tele(ph)oned καὶ 2-(f)ish, εἶναι οἱ ἴδιοι. Συνεπῶς ἡ σωστὴ ἀπάντηση εἶναι A) 1 καὶ 2. Βάλτε ἕνα σταυρὸ στὸ χῶρο, ποὺ σημειώνεται A), γιὰ νὰ δείξετε, ὅτι «1 καὶ 2» εἶναι ἡ σωστὴ ἀπάντηση γιὰ τὸ Παράδειγμα VI.

Προσοχὴ : Συγκρίνατε τοὺς ἤχους, ὄχι τὰ γράμματα.
Ἐὰν κανένας ἀπὸ τοὺς ἤχους δὲν εἶναι ὅμοιος, σημειῶστε σταυρὸ στὸ E).
Ὑπόμνηση : Σημειῶστε μόνον ἕνα σταυρὸ γιὰ κάθε πρόβλημα.

She as—ed (1) Doctor Jones to—ome (2), because her brother was si— (3).

A) 1 and 2
B) 1 and 2
C) 2 and 3
D) 1, 2 and 3
E) None

The b—sy (1) detectives qu—ckly (2) set to work and solved the m—stery (3)

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

The —ys (1) and girls sailed the —oat (2) —ery (3) fast.

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

Sh— (1) asked the j—weler (2) to m—sure (3) her finger.

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

In many countries, a child must attend school —rom (1) the age of —our (2) or fi—e (3) to sixteen.

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

The —eather (1) was cold and rainy during our whole —acation (2). We hope it will be better next —ear (3).

A) 1 and 2

B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

VII. PRONUNCIATION : Word Stress.

Instructions :

What syllabe receives the strongest stress (accent)?

Example VII : D E C E M B E R
1 2 3

Syllable number 2 (-CEM) receive the strongest stress. Make a cross in the space marked 2 to show that 2 is the correct answer for Example VII.

'Οδηγίες :

Ποιὰ συλλαβὴ παίρνει τὸ δυνατότερο τόνο;

Παράδειγμα VII : D E C E M B E R
1 2 3

'Η ὑπ' ἀριθ. 2 συλλαβὴ (-CEM-) παίρνει τὸν ἰσχυρότερο τόνο. Βάλτε ἕνα σταυρὸ στὸ χῶρο, ποὺ σημειώνεται μὲ 2, γιὰ νὰ δείξετε, πὼς τὸ 2 εἶναι ἡ σωστὴ ἀπάντηση γιὰ τὸ Παράδειγμα VII.

ANNOUNCEMENT
1 2 3

LISTEN
1 2

CAPABLE
1 2

IMMEDIATELY
1 2 3 4

CALENDAR
1 2 3

DIRECTORY
1 2 3 4

DEVELOPMENT
1 2 3 4

VIII. CONTEXTUAL READING

Instructions :

Read the paragraph carefully. Then answer the question.

Abraham Lincoln was one of the greatest men of the United States. He had many bitter enemies, however, and many disappointments among the members of his party and his generals. His greatness is admitted now more than during his lifetime.

Which one of the phrases numbered 1, 2, 3 is correct?

Example VIII. The paragraph states that Lincoln
1. is admired no more now than during his lifetime.
2. was admired more during his lifetime than now.
3. is admired more now than during his lifetime.

Phrase number 3, **is admired more now than during his lifetime**, is correct according to the paragraph. Make a cross in the space marked 3 to show that answer 3 is correct for Example VIII.

Ὁδηγίες :

Διαβάστε προσεκτικὰ τὴν παράγραφο. Ὕστερα ἀπαντῆστε στὴν ἐρώτηση.

«Abraham Lincoln was one of the greatest men of the United Stated. He had many bitters enemies, however, and many disappointments among the members of his party and his generals. His greatness is admitted now more than during his lifetime».

Ποιὰ ἀπὸ τὶς ὑπ' ἀριθ. 1, 2, 3 φράσεις εἶναι σωστή;

Παράδειγμα VIII.
The paragraph states that Lincoln
1. is admired no more now than during his lifetime.
2. was admired more during his lifetime than now.
3. is admired more now than during his lifetime.

'Η ὑπ' ἀριθ 3 φράση **is admired more now than during his lifetime** εἶναι σωστὴ σύμφωνα μὲ τὴν παράγραφο. Βάλτε ἕνα σταυρὸ στὸ χῶρο ποὺ σημειώνεται μὲ 3, γιὰ νὰ δείξετε, πὼς ἡ ἀπάντηση 3 εἶναι ἡ σωστὴ γιὰ τὸ Παράδειγμα VIII.

Δίνουμε τώρα τὶς σωστὲς ἀπαντήσεις τοῦ προκαταρκτικοῦ τέστ τοῦ Michigan :

1. **VOCABULARY : Partial Recall in Sentence context.**

He lives **in** the house on the corner.

Turn the light on ; it is dark.

They went **through** the door and into the room.

Uncle John brought along his son, my cousin.

III. GRAMMATICAL STRUCTURE : Sentence Comprehension
13. What a beautiful day this is»

This speaker is
1. making an invitation
asking about the weather
+ 2. commenting on the weather.

«In many ways, John's like his father»

This sentence tells that
1. John likes his father
2. the father likes John
+ 3. John resembles his father.

«That's an ocean-going ship

This tells us that
1. this ship is moving
2. the ocean is moving
+ 3. the ship makes voyages on the ocean.

«Do you want me to help»

The speaker is
1. offering help
+ 2. asking for help
3. expressing an opinion.

«The boy's father and his friend's uncle went for an airplane ride»

Who went for an airplane ride?
+ 1. The father and the uncle
2. The father and the boy's friend
3. The boy and his friend.

«Rarely had the Smiths seen such beautiful country»

The speaker is
1. asking a question about the country
2. asking a question about the Smiths
+ 3. making a statement about the country.

IV. GRAMMATICAL STRUCTURE: Continuing a Conversation.

(Speaker A) «Will you take a walk to the store with me»

(Speaker B) + 1. Yes, I'd like to
2. Why do you?
3. Yes, are you going to leave it there?

(Speaker A) «What time is it»
(Speaker B) + 1. I don't know
2. I don't have time
3. Yes, isn't it?

(Speaker A) «Where are you going»
1. Tomorrow, I think
2. No, I've changed my mind
+ 3. To New York.

(Speaker A) «Can you do that?»
(Speaker B) 1. I don't like cans
+ 2. No, show me how
3. So can I.

V. GRAMMATICAL STRUCTURE : Partial Production.
John is in a bookstore and wishes to purchase a book. He asks the clerk,

+ 1. «— — does this book cost?»
2. «— — this book costs?»
3. «This book — — costs?»
4. «Costs — —this book?»
5. «This book does cost — —?»

Fred and his family are going on a trip.
He tells us,

1. «We going — to the city tomorrow»
2. «— we — to the city tomorrow»
+ 3. «We are — to the city tomorrow»
4. «The city we — to tomorrow»
5. «Are — to the city tomorrow»

Mr Smith's work is mining coal. We say,

1. «He is an — miner»
+ 2. «He is a — miner»
3. «He is a miner —»
4. «Is a — of — »

Sam said that his father didn't like chocolate ice-cream. He said,

1. «He —ing strawberry better»
2. «—s strawberry better»
+ 3. «He —s strawberry better»
4. «He is —ing strawberry better»

VI. PRONUNCIATION: Consonants and Vowels.

She as—ed (1) Doctor Jones to —ome (2), because her brother was si— (3).

A) 1 and 2
B) 1 and 3
C) 2 and 3
+ D) 1, 2 and 3
E) None

The b—sy (1) detectives qu—ckly (2) set to work and solved the m—stery (3).

A) 1 and 2
B) 1 and 3
C) 2 and 3
+ D) 1, 2 and 3
E) None

The —oys (1) and girls sailed the —oat (2) —very (3) fast.

+ A) 1 and 2
B) 1 and 3

C) 2 and 3
D) 1, 2 and 3
E) None

Sh— (1) asked the j—weler (2) to m—sure (3) her finger.

\+ A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

In many countries, a child must attend school —rom (1) the age ot —our (2) or fi—e (3) to sixteen.

\+ A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
E) None

33. The —eather (1) was cold and rainy during our whole —acation. We hope it will be better next —ear (3).

A) 1 and 2
B) 1 and 3
C) 2 and 3
D) 1, 2 and 3
\+ E) None

VII. PRONUNCIATION: Word Stress.

ANNOUNCEMENT
1 +2 3

LISTEN
+1 2

CAPABLE
+1 2

IMMEDIATELY
1 +2 3 4

CALENDAR
+ 1 2 3

DIRECTORY
1 +2 3 4

DEVELOPMENT
1 +2 3 4

LETTER WRITING

Business Letters

6. Appointments.

Making appointments.

With a doctor or dentist: I should like to make an appointment to see you as soon as possible. Could you please let me know when I could come? — Would you kindly give me an appointment to see you, preferably in the afternoon hours.

With a haidresser: I should like to make an appointment to have my hair (cut), shampooed and set, if possible next Monday or Tuesday morning. Would you please let me know when I could come.

Postponing appointments: I regret that I shall now have to postpone the appointment I made to see you at 11 a.m. tomorrow, as I have to appear at an interview at that time. Would you be kind enough to make another appointment for me.

7. Booking and travel.

Hotel booking: Would you please book me a single room without private bath for the nights 4th to 8th September 1961 — Please reserve

a double room with private bath or shower for me for the night of the 23rd October — Would you please let me know what your terms are for single rooms with and without private bath — Thank you for your letter confirming my booking for the night of the 23rd October. I enclose the deposit of £ 1 which you ask for.

Theatre bookings: Would you please reserve me two seats in the stalls for me for the evening of the 16th September — I enclose my cheque for 2 guineas to pay for the two seats you have reserved for me for the evening of 16th September.

Rail, bus, ship and air bookings

Letters to the transport company itself: Would you please let me know how much a second-class ticket from London to Edinburgh costs — I should like to know how much a first-class return from Portsmouth to Penzance is. Would you please also let me know the times of trains eath way — Please send me a second-class single from Paddington to Swansea. I enclose a postal-order in payment — Would you please reserve two seats for me in a first-class non-smoking compartment on the 2.18 p.m. train from Euston to Leeds on Tuesday, 20th June. I shall pay the reservation fee as soon as you let me know what it is — I should like to go from London to Whipsnade Zoo by bus or coach. Would you please let me know the fare, the timetable and where I can board the bus—I should like to book a return passage for myself, my wife, my three children, aged 13, 9 and 6, and my car on the Dover-Calais car-ferry. Could you please let me know the cost of tickets, the times of the ferries, and how long before the time of departure cars must be alongside. My car is a Devon Caravette and weighs 2,569 lb., unladen. Its dimensions are : 14′ 0 ½″×5′ 8″×6′ 4 ½″ (high) — Please let me know the ages under which children travel (a) free, and b() at a reduced fare — I should like to book a tourist class passage to New York on the RIO QUEEN, sailing on 17th October, 1961 — I want to fly to Teheran tourist class on 18th September, or as soon after that date as possible — Thank you for your letter about my booking to Delhi. I enclose my cheque for £ 153 in payment of your charges, and confirm that I have the necessary visas and international health certificate.

To a travel agency: I wich to travel to Athens in early Septembér

by train across Europe. Would you please let me have all necessary details, including the difference in fares between first class and second — I plan to take my family for a holiday in one of the Scandinavian countries this summer. Please send me details of any tours you are organizing to that area.

To a car-hire agency: I shall be coming to England some time in May for a month's holiday and would be interested in hiring a self-drive car for that time, preferably a medium-sized saloon. Could you please let me have details of the types of car you have available and of your charges and conditions of hire.

To an automobile association: I should like to take my car to Yugoslavia with me on holiday next July. Please let me know what formalities I shall have to comply with and what assistance you can give me, including information about routes and Channel crossings. I should like to cross the Channel on Monday, 10th July, or as soon after as possible, and to return on Tuesday, 25th July, or as near to that date as possible before it.

To a Publicity Center: I should like to spend a holiday in your town this autumn. Would you please send me information about hotels, transport, amusements and places of tourist interest in your vicinity.

8. Requests for advice or help.

Asking advice about jobs: I should like to become a surveyor and would be very grateful for any advice you might be able to give me on how to set about it — I have been offered a job as an advertising salesman and should be very grateful for any advice you could give me on how to make a success of this work.

Asking advice about a career: I am due to finish school in a few months' time and am wondering what sort of job to apply for, or what sort of further training to undergo. I am particularly good at art and am interested in fashions, so I am wondering whether there is any opening for me in the field of dress designing; and, if so, what courses of training I could take in it. Any advice you could give me about these matters would be very welcome indeed.

Asking advice about education: I have decided that I would like to study in Britain, but know nothing about the opportunities and conditions there. I shall therefore be very grateful if you would be kind enough to give me some advice about this. In particular, what are the chances of my being admitted to a school there at the age of 17? What sort of schools are available? And would I be able to go on to a University there after finishing school?

Asking for help: I am sorry to trouble you, but I need help and I thought that you would not mind if I were to write to you and ask for it.

9. Subscriptions and Contributions.

Asking for subscriptions and contributions: We have formed a Social Club at our College, and I wonder whether you would care to join. I enclose a circular giving full details of the aims of the Club and the facilities it offers. If you would like to join, would you please send your subscription to the Secretary? — We are collecting money for the National Society for Aid to Refugees and would be grateful if you could see your way to sending a contribution, however small. I enclose a circular describing the work of the Society and the ways in which you can help it.

Sending subscriptions and contributions: I should like to receive your magazine regularly, and therefore enclose the sum of £ 2. 10. od. as my subscription for twelve months, beginning from the next issue — Would you please send your magazine to Mrs H.G. Fernandez, Government High School, Bezwada, Andhra Pradesh, India, for twelve months, beginning from the next issue. I enclose £ 2. 10. od. to pay for this — Would you please renew my subscription to your magazine for another 12 months when my current subscription expires. I have instructed my bank to pay you the £ 2. 10. od. for this — I enclose my subscription as a member of your club for the year 1961-62. No doubt you will be sending me a receipt in due course — I enclose a contribution of 10/-to the National Society for Aid to Refugees.

Cancelling subscriptions: Would you please cancel my subscription to your magazine when it expires next month — Would you please

cancel my subscription to your magazine, starting from the next number, and let me have a refund. I am going abroad shortly.

Refusing contributions: I regret that I am unable to see my way to contributing to your charity — I am sorry that I cannot send you a contribution. I get so many requests for money for charity that I have to limit my support to a reasonable number.

VOCABULARY

pearl	(περλ)	= μαργαριτάρι
brilliant	(μπρίλιαντ)	= λαμπρότατος
moralist	(μόραλιστ)	= ήθικολόγος
to declare	(ντικλέαρ)	= διακηρύττω
creature	(κρίτchιερ)	= πλάσμα
fascination	(φασινέϊchιεν)	= φαντασία
lustre	(λουστρ)	= στιλπνότητα
dispute	(ντισπιούτ)	= συζήτηση
gracious	(γκρέϊσιες)	= θαυμάσιος-α-ο
fable	(φέϊμπλ)	= μύθος
immortality	(ιμορτάλιτι)	= ἀθανασία
controversty	(κοντρόβερστι)	= συζήτηση

TEXT

The pearl of love

by H.-G. Wells (1866-1946)

The pearl is lovelier than the most brilliant of crystalline stones, the moralist declares, because it is made through the suffering of a living creature. About that I can say nothing, because I feel none of the fascination of pearls. Their cloudy lustre moves me not at all. Nor can I decide for myself upon that age-long dispute whether the P e a r l o f L o v e is the cruellest of stories or only a gracious fable of the immortality of beauty.

Both the story and the controversy will be familiar to students of mediaeval Persian prose. The story is a short one, though the commentary upon it is a respectable part of the literature of that period. They have treated it as a poetic invention and they have treated it as an allegory meaning this, that, or the other thing. Theologians have had their copious way with it, dealing with it particularly as concerning the restoration of the body after death, and it has been greatly used as a parable by those who write about aesthetics. And many have held it to be the statement of a fact, simply and badly true.

The story is laid in North India, which is the most fruitful soil for sublime love stories of all the lands in the world. It was in a country of sunshine and lakes and rich forests and hills and fertile valleys; and far away the great mountains hung in the sky, peaks, crests, and ridges of inaccessible and eternal snow. There was a young prince, lord of all the land; and he found a maiden of indescribable beauty and delightfulness and he made her his queen and laid his heart at her feet. Love was theirs, full of joys and sweetness, full of hope, exquisite, brave and marvellous love, beyond anything you have ever dreamt of love. It was theirs for a year and a part of a year; and then suddenly, because of some venomous sting that came to her in a thicket, she fell ill and died.

(The story continues)

TRANSLATION

Τὸ μαργαριτάρι τῆς ἀγάπης

ὑπὸ H.-G. Wells

Τὸ μαργαριτάρι εἶναι τὸ καλύτερο ἀπὸ τὶς πιὸ λαμπρὲς κρυστάλλινες πέτρες, οἱ ἠθικολόγοι διακηρύττουν, γιατὶ εἶναι καμωμένο (γίνεται) ἀπὸ τὰ βάσανα ἑνὸς ζωντανοῦ πλάσματος. Γι' αὐτὸ δὲν μπορῶ νὰ πῶ τίποτε, γιατὶ δὲν αἰσθάνομαι καμιὰ ἀπὸ τὶς γοητεῖες τῶν μαργαριταριῶν. Ἡ συννεφιασμένη στιλπνότητά τους δὲν μὲ συγκινεῖ καθόλου. Μήτε μπορῶ νὰ ἀποφασίσω γιὰ τὸν ἑαυτό μου γιὰ ἐκείνη τὴν παλιὰ φιλονικία (συζήτηση), ἐὰν τὸ Μαργαριτάρι τῆς Ἀγάπης εἶναι ἡ πιὸ σκληρὴ ἀπὸ τὶς ἱστορίες ἢ μόνο ἕνας χαριτωμένος μύθος γιὰ τὴν ἀθανασία τῆς ὀμορφιᾶς.

Ἀμφότερα ἡ ἱστορία κι ἡ συζήτηση θὰ εἶναι γνωστὴ σὲ φοιτητὰς τῆς μεσαιωνικῆς περσικῆς πρόζας. Ἡ ἱστορία εἶναι μιὰ σύντομη, ἂν καὶ τὰ σχόλια γι' αὐτὴν εἶναι ἕνα ἀξιοσέβαστο μέρος τῆς λογοτεχνίας ἐκείνης τῆς ἐποχῆς. Τὴν ἔχουν μεταχειρισθῆ σὰν μιὰ ποιητικὴ ἐφεύρεση καὶ τὴν ἔχουν μεταχειρισθῆ σὰν μιὰ ἀλληγορικὴ σημασία ἐννοώντας αὐτὸ ἢ ἐκεῖνο ἢ τὸ ἄλλο. Οἱ θεολόγοι εἶχαν ἄφθονα μέσα σ' αὐτό, ἀντιμετωπίζοντάς το κυρίως σὲ ὅ,τι ἀφοροῦσε τὴν παλινόρθωση τοῦ σώματος μετὰ τὸν θάνατο, καὶ χρησιμοποιήθηκε σὰν μία παραβολὴ ἀπὸ ἐκείνους, ποὺ γράφουν γιὰ τὴν αἰσθητική. Καὶ πολλοὶ τὸ κράτησαν γιὰ νὰ γίνη ἡ διακήρυξη ἑνὸς γεγονότος ἁπλὰ καὶ ἄσχημα.

Ἡ ἱστορία τοποθετεῖται στὴν Βόρειο Ἰνδία, ποὺ εἶναι τὸ πιὸ καρποφόρο ἔδαφος γιὰ ὑπέροχες ἱστορίες ἀγάπης ἀπὸ κάθε μέρος τοῦ κόσμου. Ἦταν σὲ μιὰ χώρα γεμάτη ἀπὸ τὸ φῶς τοῦ ἥλιου καὶ λίμνες καὶ πλούσια δάση καὶ λόφους καὶ εὔφορες κοιλάδες. Καὶ μακριὰ τὰ μεγάλα βουνὰ κρέμονταν στὸν οὐρανό, κορυφές, ἄκρα καὶ ὀροσειρὲς ἀπὸ ἀπρόσιτο κι αἰώνιο χιόνι. Ὑπῆρχε ἕνας νεαρὸς πρίγκηπας, κύριος ὅλου τοῦ ἐδάφους. Καὶ βρῆκε μιὰ κοπέλα ἀπερίγραπτης ὀμορφιᾶς καὶ χάρης καὶ τὴν ἔκανε βασίλισσά του καὶ τοποθέτησε τὴν καρδιά του στὰ πόδια της. Ἡ ἀγάπη ἦταν δική τους, γεμάτη ἀπὸ χαρὰ κι εὐτυχία, γεμάτη ἀπὸ ἐλπίδες καὶ λεπτότητα, γενναία καὶ θαυμάσια ἀγάπη πάνω ἀπὸ κάθε τι, ποὺ ἔχετε ποτὲ ὀνειρευτῆ τὴν ἀγάπη. Ἦταν δική τους γιὰ ἕνα χρόνο καὶ τμῆμα τοῦ χρόνου καὶ κατόπιν ξαφνικὰ ἐξ αἰτίας ἑνὸς δηλητηριασμένου κεντριοῦ, ποὺ τῆς ἔγινε σὲ πυκνὸ δάσος, ἐκείνη ἀρρώστησε καὶ πέθανε.

(Ἡ ἱστορία συνεχίζεται)

Παρατηρήσεις

Moraliste = ἠθικολόγος καὶ **moral** = τὸ δίδαγμα, **Morality** = δίδαγμα, ἠθική. Morality = virtue moral = practical meaning or lesson of a story. The result of a story, moral = righteous, virtous, questions of right and wrong.

He could not find out the moral of the whole story = αὐτὸς δὲν μποροῦσε νὰ ἀνακαλύψη τὸ δίδαγμα ὅλης τῆς ἱστορίας.

He was a moralist = ἦταν ἕνας ἠθικολόγος.

The moral of the story was difficult to understand = τὸ δίδαγμα τῆς ἱστορίας ἦταν δύσκολο νὰ γίνη ἀντιληπτό.

Immortality = ἀθανασία, not mortal, undying, eternal.

They talked about the immortality of beauty = μίλησαν γιὰ τὴν ἀθανασία τῆς ὀμορφιᾶς.

Copious = full, plentiful.

Τὸ ρῆμα εἶναι **to invent** = ἐφευρίσκω. **Inventor** = ἐφευρέτης καὶ **invention** = ἡ ἐφεύρεση. To invent = to discover by study or experiment, to produce for the first time καὶ invention = act or power of nventing.

Benjamin Franklin was a scientist and inventor of the lighting rod = ὁ Βενιαμὶν Φραγκλίνος ἦταν ἕνας ἐπιστήμονας κι ἐφευρέτης τοῦ ἀλεξικεραύνου.
He invented the electric light = ἐφεῦρε τὸ ἠλεκτρικὸ φῶς.
His inventions were not known at once = οἱ ἐφευρέσεις του δὲν ἔγιναν γνωστὲς ἀμέσως.

Τὸ ρῆμα **restore** = ἐπανορθώνω καὶ τὸ οὐσιαστικὸ **restoration** = παλινόρθωση. Restore = to give back, return.

They spoke about the restoration of the body after death = αὐτοὶ μίλησαν γιὰ τὴν ἐπιστροφὴ τοῦ σώματος μετὰ τὸ θάνατο.

aesthetic = the science of the beautiful.

Τὸ ρῆμα **state** = to tell, to narrate, to express in words, to fix, to establish καὶ τὸ οὐσιαστικὸ state καὶ statement = nature, condition, report, narrative, account.

Soil = ground, earth.

Indescribable = beyond description = ἀπερίγραπτο.

The maiden was of an indescribable beauty and he fell in love with her the first moment he saw her = ἡ κοπέλα ἦταν ἀπερίγραπτης ὀμορφιᾶς καὶ τὴν ἐρωτεύτηκε ἀπὸ τὴν πρώτη στιγμή, ποὺ τὴν εἶδε.

Venomous = poisonous. To poison = δηλητηριάζω καὶ τὸ οὐσιαστικὸ poison καὶ poisoner. To poison = to kill one with poison.

The maiden died because of a poisonous string = ἡ κοπέλα πέθανε ἀπὸ κάποιο δηλητηριασμένο κεντρί.

Thicket = a place where there are many trees and bushes.

Ἡ ἔκφραση **to be in charge of** = εἶμαι ὑπεύθυνος = to manage (καὶ manager = ὁ διευθυντής), to be responsible of = εἶμαι ὑπεύθυνος γιὰ κάτι.

Henry is in charge of the office while Mr Smith is away = ὁ Χένρι εἶναι ὑπεύθυνος γιὰ τὸ γραφεῖο, ἐνόσω ὁ κύριος Σμὶθ εἶναι μακριά.

Who is in charge of the arrangements for the dance next week? = ποιὸς εἶναι ὑπεύθυνος γιὰ τὴν τακτοποίηση τοῦ χοροῦ τὴν ἑπόμενη ἑβδομάδα;

Ἐπίσης μποροῦμε νὰ ἔχουμε καὶ τὸ have ἀντὶ τοῦ be. To have charge of, to take charge of.

Ἡ ἔκφραση **to get in touch with** = to communicate with = ἐπικοινωνῶ.

You can get in touch with him by telephone by calling the Hotel = μπορεῖς νὰ ἐπικοινωνήσῃς μαζί του ἀπὸ τηλεφώνου καλώντας τὸ ξενοδοχεῖο.

I have been trying all morning to get in touch with Mr Jones = προσπαθῶ ὅλο τὸ πρωῒ νὰ ἐπικοινωνήσω μὲ τὸν κύριο Τζόνς.

Ἡ ἔκφραση **to go with** = ταιριάζει = to be in harmony, to fit in color or design.

That tie doesn't go with that shirt at all = αὐτὴ ἡ γραβάτα δὲν ταιριάζει μ' αὐτὸ τὸ πουκάμισο καθόλου.

She wants to buy a black purse to go with her new shoes = αὐτὴ θέλει νὰ ἀγοράσῃ ἕνα μαῦρο πορτοφόλι νὰ ταιριάζῃ μὲ τὰ καινούργια της παπούτσια

Ἐπίσης τὸ go with ἔχει κι ἄλλη σημασία. To go with = to go out together, to keep company as in a man and a woman.

John has been going with Mary for about two years = ὁ Τζὼν βγαίνει μὲ τὴν Μαίρη δυὸ χρόνια περίπου.

But they plan to get married next week = ἀλλὰ σχεδιάζουν νὰ παντρευτοῦν τὴν ἑπομένη ἑβδομάδα.

Helen went with George for about six months but now she has a new boy friend = ἡ Ἕλλεν ἔβγαινε μὲ τὸν Τζώρτζ γιὰ ἔξι περίπου μῆνες, ἀλλὰ τώρα ἔχει ἕναν καινούργιο φίλο.

EXERCISE 356

Answer the following questions:

What is the pearl?
What is it made through?
What color does it have?
What kind of story is the Pearl of Love?
To whom will the story be familiar?
Is it a long story?
How did people treat it?
Does it have an allegory meaning?
Where was the story laid?
Who did live then?
Whom did he meet?
Did he marry the maiden?
Were they both happy for a year?
What happened then?

EXERCISE 357

Γράψτε τίς προτάσεις ἀρνητικές:

The pearl is lovelier than the most brilliant of crystalline stones.
I feel some of the fascination of pearls.
He found a maiden of indescribable beauty.
He lay on a couch.
He arose and ate and went about quietly.
He brought somebody to see the building.

EXERCISE 358

Γράψτε συνώνυμα στὶς ἐκφράσεις:

He wanted to find out the moral of the story.
Copious.
He invented the lighting rod.
To restore a republic.
To state the truth.
She was of indescribable beauty.
She poisoned her husband.
He was in charge of the office.
It goes with my dress.
They go with for a year.
He made them believe he was ill.
All at once he appeared.

XLIII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 356

The pearl is a precious round stone used for jewels.
It is made through living creatures.
It has a cloudy lustre.
It is the cruellest story or even a gracious fable.
It will be familiar to students of medieval Persian prose.
No, it is a short one.
People treat it as a poetical invention.
Yes, it has an allegory meaning this, that, or the other.
It was laid in North India.
A young prince lived there.
He met a maiden of indescribable beauty.
Yes, he married her and made her his queen.
They were very happy for a year and part of a year.
Then the queen died.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 357

The pearl is not lovelier than the most brilliant crystalline stone
I don't feel any of the fascination of pearls.
He did not find a maiden of indescribable beauty.
He did not lie on a couch.
He did not arise and did not eat and did not go about quietly.
He did not bring anyone to see the building.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 358

He wanted to find out the practical meaning of the story.

Full, plentiful.
He discovered for the first time the lighting rod.
To give back a republic.
To tell the truth.
She was beyond description.
She killed her husband with poison.
He was responsible of the office.
It fits well with any dress.
They keep company for a year.
He pretended he was ill.
Suddenly he appeared.

VOCABULARY

utterly	(άτερλι)	= ὁλοσχερῶς, ὁλότελα
prostrate	(πρόστρέϊτ)	= κατάκοιτος -η-ο
grief	(γκριφ)	= λύπη
couch	(κοτch)	= χαναπὲς
fasting	(φάστινγκ)	= νηστικὸς -ή-ὁ
resolution	(ρεζολιούchιεν)	= ἀπόφαση
coffin	(κόφιν)	= φέρετρο
scent	(σεντ)	= ἄρωμα, εὐωδία
lead	(λιντ)	= μόλυβδος
outer	(άουτερ)	= ἐξωτερικὸ
wrought	(ρόουτ)	= κατειργασμένος -η-ο
sarcophagus	(σαρκοφάγκους)	= σαρκοφάγος
inlaid	(ινλέντ)	= στολισμένος
pool	(πουλ)	= λίμνη
pavilion	(παβίλιον)	= περίπτερο
grove	(γκροβ)	= ἄλσος
chamber	(τchάμπερ)	= δωμάτιο
to broad	(μπρούντ)	= συλλογίζομαι
rend	(ρεντ)	= σχίζω
garment	(γκάρμεντ)	= ἔνδυμα
defile	(ντεφάϊλ)	= μολύνω
extravagance	(εξτράβαγκάνς)	= ὑπερβολὴ
councillor	(κονσίλορ)	= σύμβουλος
to adopt	(αντόπτ)	= υἱοθετῶ

to train	(τρέϊν)	= ἐξασκῶ
task	(τασκ)	= καθῆκον
treasure	(τρέζιουρ)	= θησαυρὸς
recall	(ριкὸλ)	= ἀνακαλῶ
adorn	(αντόρν)	= στολίζω
foundation	(φαουντέϊchιεν)	= θεμέλιο

TEXT

The Pearl of Love

by H.-G. Wells

She died and for a while the prince was utterly prostrated. He was silent and motionless with grief. They feared he might kill himself, and he has neither sons nor brothers to succeed him. For two days and nights he lay upon his face, fasting, across the foot of the couch which bore her calm and lovely body. Then he arose and ate and went about very quietly like one who has taken a great resolution. He ordered her body to be put in a coffin of lead mixed with silver, and he had an outer coffin made of the most precious and scented woods wrought with gold, and about that there was to be a sarcophagus of alabaster, inlaid with precious stones. And while these things were being done he spent his time for the most part by the pools and in the garden-houses and pavilions and groves and in those chambers in the palace where they two had been most together, brooding upon her loveliness. He did not rend his garments nor defile himself with ashes as the custom was, for his love was too great for extravagances. At last he came forth again among his councillors and before the people, and told them what he had in mind to do.

He said he could never more touch woman, he could never more think of them, and so he would find a seemly young to adopt for his heir and train him to his task, and that he would do his princely duties; but he would give himself with all his power and all his strength and all his wealth, all that he could command, to make a monument worthy of his incomparable, dear, lost wife. A building it should be of perfect grace and beauty, more marvellous than any other building had ever or could ever be, so that to the end of time it should be a wonder, and men would treasure it and speak of it and desire to see it and come from all the lands

of the earth to visit and recall the name and the memory of his queen. And this building he said was to be called the Pearl of Love.

And this his councillors and people permitted him to do, and so he did.

Year followed year and all the years he devoted himself to building and adorning the Pearl of Love. A great foundation was cut but of the rock in a place whence one seemed to be looking at the snowy wilderness of the great mountain across the valley of the world.

(the story continues)

TRANSLATION

Τὸ μαργαριτάρι τῆς ἀγάπης

ὑπὸ H.-G. Wells

Αὐτὴ πέθανε καὶ γιὰ λίγο ὁ πρίγκηπας ἦταν ἐντελῶς κατάκοιτος. Ἦταν σιωπηλὸς κι ἀκίνητος ἀπὸ λύπη. Φοβόταν, ὅτι θὰ μποροῦσε νὰ σκοτωθῇ καὶ δὲν εἶχε οὔτε γιοὺς οὔτε ἀδελφοὺς νὰ τὸν διαδεχθοῦν. Γιὰ δύο μέρες καὶ νύχτες ἦταν πεσμένος στὸ κρεβάτι-του νηστικός, στὰ πόδια τοῦ καναπέ, ποὺ ἔφερε τὸ ἤρεμο καὶ θαυμάσιο σῶμα της. Κατόπιν σηκώθηκε κι ἔφαγε καὶ περπάτησε γύρω πολὺ ἥσυχα σὰν κάποιον, ποὺ ἔχει πάρει μιὰ μεγάλη ἀπόφαση. Διέταξε νὰ τοποθετηθῇ τὸ σῶμα της σ' ἕνα φέρετρο ἀπὸ μόλυβδο ἀνακατεμένο μὲ ἀσήμι καὶ εἶχε ἕνα ἐξωτερικὸ φέρετρο, καμωμένο ἀπὸ τὸ πιὸ πολύτιμο καὶ μυρωδάτο ξύλο κατεργασμένο μὲ χρυσάφι, καὶ γύρω ἀπὸ αὐτὸ θὰ ἔβαζαν μιὰ σαρκοφάγο ἀπὸ ἀλάβαστρο στολισμένη μὲ πολύτιμες πέτρες. Κι ἐνῶ αὐτὰ τὰ πράγματα θὰ γίνονταν, ξόδευε τὸ περισσότερο μέρος τῆς ὥρας κοντὰ στὶς λίμνες καὶ στὰ σπιτάκια καὶ περίπτερα τοῦ κήπου καὶ ἄλση καὶ σὲ ἐκεῖνα τὰ δωμάτια μέσα στὸ παλάτι, ὅπου οἱ δυό τους ἦταν μαζί, συλλογιζόμενος τὴν ὀμορφιά της. Δὲν ἔσχισε τὰ ἐνδύματά του, οὔτε (μόλυνε) λέρωσε τὸν ἑαυτό του μὲ στάχτες, καθὼς ἦταν ἡ συνήθεια, γιατὶ ἡ ἀγάπη του ἦταν πολὺ μεγάλη γιὰ τέτοιες ὑπερβολές. Στὸ τέλος ἦλθε πίσω πάλι ἀνάμεσα στοὺς συμβούλους του καὶ μπροστὰ στὸν κόσμο καὶ τοὺς εἶπε, τί εἶχε στὸ νοῦ του νὰ κάνῃ.

Εἶπε, ὅτι ποτὲ πλέον δὲν θὰ ἄγγιζε γυναίκα, ποτὲ δὲν θὰ τὶς σκεπτόταν κι ὅτι θὰ ἔβρισκε ἕναν συμπαθητικὸ νεαρὸ νὰ υἱοθετήσῃ γιὰ κληρονόμο του καὶ νὰ τὸν ἐξασκήσῃ στὸ καθῆκον του κι ὅτι αὐτὸς θὰ ἐκτελοῦσε τὰ πριγκηπι-

κά του καθήκοντα. Ἀλλὰ θὰ ἀφιέρωνε τὸν ἑαυτό του μὲ ὅλες του τὶς δυνάμεις καὶ ὅλη του τὴ (δύναμη) ἀντοχὴ καὶ ὅλα του τὰ καλά, ὅλα ὅσα μποροῦσε νὰ προστάξη, γιὰ νὰ κάνη ἕνα μνημεῖο ἄξιο τῆς ἀπερίγραπτης, ἀγαπητῆς του χαμένης συζύγου. Ἕνα κτίριο ποὺ θὰ ἔπρεπε νὰ εἶναι μὲ τέλεια χάρη κι ὀμορφιὰ περισσότερο θαυμαστὸ ἀπὸ κάθε ἄλλο κτίριο, ποὺ θὰ ἦταν ἢ θὰ μποροῦσε νὰ γίνη, ἔτσι ὥστε στὸ τέλος τοῦ καιροῦ θὰ ἦταν ἕνα θαῦμα καὶ οἱ ἄνθρωποι θὰ τὸ πρόσεχαν, θὰ τὸ εἶχαν σὰν θησαυρὸ καὶ θὰ μιλοῦσαν γι' αὐτὸ καὶ θὰ ἐπιθυμοῦσαν νὰ τὸ δοῦν καὶ θὰ ἐρχόταν ἀπὸ ὅλα τὰ μέρη τῆς γῆς νὰ τὸ ἐπισκεφθοῦν καὶ νὰ ἀνακαλοῦν τὸ ὄνομα καὶ τὴν μνήμη τῆς βασίλισσας. Κι αὐτὸ τὸ κτίριο, εἶπε, θὰ τὸ ὀνόμαζαν τὸ Μαργαριτάρι τῆς Ἀγάπης.

Καὶ αὐτὸ οἱ σύμβουλοι καὶ ὁ κόσμος τοῦ τὸ ἐπέτρεψαν νὰ τὸ κάνη καὶ ἔτσι καὶ ἔγινε.

Τὰ χρόνια περνοῦσαν καὶ ὅλα τὰ χρόνια ἀφιερώθηκε νὰ χτίζη καὶ νὰ στολίζη τὸ Μαργαριτάρι τῆς Ἀγάπης. Ἕνα μεγάλο θεμέλιο κόπηκε ἀπὸ τὸ βράχο σὲ ἕναν τόπο, ὅπου ὁ καθένας θὰ φαίνονταν στὴ χιονισμένη ἐρημιὰ τοῦ μεγάλου βουνοῦ πέρα ἀπὸ τὴν κοιλάδα τοῦ κόσμου.

(Συνεχίζεται)

Παρατηρήσεις

Ἡ λέξη **motionless** = without motion = ἀκίνητος. Motion = movement.

He was motionless for an hour and then he spoke = ἦταν ἀκίνητος γιὰ μιὰ ὥρα καὶ κατόπιν μίλησε.

To kill oneself = to commit suicide = αὐτοκτονῶ.

He commited suicide because he had a bad illness = αὐτὸς αὐτοκτόνησε, γιατὶ εἶχε μιὰ ἄσχημη ἀσθένεια.

His friends said that he killed himself but the police did not believe it = οἱ φίλοι του ἔλεγαν, ὅτι αὐτοκτόνησε, ἀλλὰ ἡ ἀστυνομία δὲν τὸ πίστεψε.

Fasting = not eating food or without food.

Ἡ λέξη **resolution** = determination, answer.
Τὸ ρῆμα εἶναι **resolute** = determinate, firm.

He had taken a resolution on that problem of his = εἶχε πάρει μιὰ ἀπόφαση στὸ δικό του πρόβλημα.

Scent = smell.
The scents of the flowers = ἡ εὐωδία, τὸ ἄρωμα τῶν λουλουδιῶν.

Sarcophagus = a stone coffin.

Alabaster = a soft white limestone (λάϊμστον) = ἀσβεστόλιθος.

To rent = to tire (poetical expression.)

Garment = clothes.

Seemly = handsome, good-looking.

Τὸ ρῆμα **adopt** = to take a child as your own child.
Τὸ οὐσιαστικὸ **adoption** = ἡ υἱοθεσία.

Their adopted son was a tall good-looking boy = ὁ υἱοθετημένος γιός τους ἦταν ἕνα ψηλὸ ὅμορφο ἀγόρι.

Heir = ὁ κληρονόμος = a person who inherits or is entitled to inherit a property.
Heiress = ἡ κληρονόμος καὶ heritage καὶ inheritance = κληρονομιά.

He was the heir of the throne = ἦταν ὁ κληρονόμος τοῦ θρόνου.
They wanted to inherite the property = αὐτοὶ ἤθελαν νὰ κληρονομήσουν τὴν περιουσία.

Ἡ λέξη **treasure** = θησαυρός, money, jewels. Treasures = an office in charge καὶ treasury = θησαυροφυλάκιο.

To permit = to let somebody do something.

To adore = to worship ,to feel or show admiration for καὶ **adorn** = to decorate, ornament.

Ἡ ἔκφραση **to keep out**, off, away, from = to stay out, off, away from.

There was a large sign just outside the door which said «Danger - Keep out» = ὑπῆρχε μιὰ μεγάλη ἐπιγραφὴ ἔξω ἀπὸ τὴν πόρτα, ποὺ ἔλεγε «Κίνδυνος - Μακριά».

The policeman told the boys to keep off the grass = ὁ ἀστυνομικὸς εἶπε στὰ παιδιὰ νὰ μὴν πλησιάζουν στὸ χόρτο.

He read on the door «Danger - Keep out» = διάβασε στὴν πόρτα «Κίνδυνος - Μακριὰ» (φυλαχθῆτε μακριά).

Ἡ ἔκφραση **to find fault with** = βρίσκω λάθη, ἔχει συνώνυμο τὸ to criticize.

It is very easy to find faults with the work of others = εἶναι πολὺ εὔκολο νὰ βρῆς λάθη στὴ δουλειὰ τῶν ἄλλων.

He is always finding faults with the work of his secretary = αὐτὸς πάντοτε βρίσκει λάθη στὴ δουλειὰ τῆς γραμματέως του.

Ἡ ἔκφραση **to be up to someone** = ἐξαρτῶμαι ἀπὸ κάποιον (to depend upon the decision of someone).

It is up to you whether we go or not = ἐξαρτᾶται ἀπὸ σένα, ἐὰν θὰ πᾶμε ἢ ὄχι.

It is not up to me = δὲν ἐξαρτᾶται ἀπὸ ἐμένα.

It is up to the president to decide how many troops he will send there = ἐξαρτᾶται ἀπὸ τὸν πρόεδρο νὰ ἀποφασίση, πόσα στρατεύματα θὰ στείλη ἐκεῖ.

Ἡ ἔκφραση **off and on** = irregularly, occasionally.

We don't go there often, just off and on = δὲν πηγαίνουμε ἐκεῖ συχνά, μόνο καμιὰ φορὰ (κάπου-κάπου).

He comes here off and on to see my father = αὐτὸς ἔρχεται ἐδῶ κάπου-κάπου (καμιὰ φορὰ) νὰ δῆ τὸν πατέρα μου.

Ἡ ἔκφραση **to get through** = τελειώνω, ἔχει συνώνυμη τὸ to end, to finish.

I didn't get through studying last night until almost 11 o'clock = δὲν τελείωσα τὴ μελέτη ψὲς παρὰ σχεδὸν στὶς 11 ἡ ὥρα.

I am through this lesson = τελείωσα μ' αὐτὸ τὸ μάθημα.

LETTER WRITING

BUSINESS LETTERS

10. Accommodation.

Advertising a house, etc. for sale or to let :

Advertising a paper:

For sale in quiet village near MONT ST. MICHEL, NORMANDY, detached house, 4 bed, bath, 3 reception, kitchen, garden of $^3/_4$ acre, attractive price - Write Perron, 46, Rue Georges, Bastogne, Normandy — SPAIN: To let, June, July, August, modern furnished flat, coast, near Barcelona, sleep 6. - Sra. Cardona, 132, Calle Valladolid, Madrid — To let, 4-berth caravan, private site by river, Bavarian Alps. Apply Lenz, 15, Watzmannallee, Berchtesgaden, Bavaria.

Writing to a house-agent:

I have a house in Pulborough consisting of a hall, living-room, dining-room, study, W.C. and kitchen on the ground floor, and three bedrooms and bath-room (with W.C.) on the first floor, for sale. It was built in 1938, and is made of brick. It has a small garden in front and a larger one of $^1/_2$ acre at the back. I hope to get £ 4,500 for it. Would you be willing to act as agents? If so, I can arrange to show you the house and to let you have the keys on Saturday afternoon at any time convenient to you—I am going abroad in a month's time, and would like to let my flat before then. It consists of a lounge, small dining-room, one double bedroom and one single, a bathroom-cum-lavatory and a modern kitchen. It is fully furnished, with bed-linen, crockery and cutlery. It has oil-fired central heating. If you agree to act as agents for letting it, would you please arrange to come and see it at any time convenient to yourselves (please give me a ring first so that I can make sure of being at home when you call). We could then discuss terms.

Advertising for accommodation

Advertising in a paper:

WANTED for the month of July in a seaside area in South England,

a furnished house or flat with 3 or 4 bedrooms and modern conveniences. — Gross, 15, Rosenallee, Heilbronn, W. Germany — WANTED to buy, detached house in good neighbourhood in town within radius of 60 miles of London. 2 bedrooms and small garden. - Box 143, THE GAZETTE — Italian engineer requires holiday accomodation in private house in S. England for self, with and 3 teen-age children, two weeks in August. Moderate terms. - Goldoni, 115, Via Bari, Brindisi.

Writing to a house-agent:

I want to buy a small, modern house with about three bedrooms in the Reigate area. I am prepared to pay up to £ 6,000. Could you please let me know what you have on your books at present? — I should like to rent a furnished flat for one person within easy daily reach of London. As long as it is reasonably cheap, I do not particularly mind where it is. Could you help?

Answering advertisements for accommodation wanted:

I see from your advertisement in yesterday's «Times» that you want to buy a country house in this area with about three bedrooms. I have a house of this kind which I am thinking of selling. It is situated in beautiful country within easy reach of the sea and of a market town, from where you can get to Barcelona in one hour and twenty minutes. I inclose photographs of the house, which has three bedrooms, two reception rooms, a kitchen, a modern bathroom, a patio and a large cellar. It is all on one floor, as you will see from the photographs. The price I am asking is £ 2,750, but this is open to offer — I see from your advertisement in yesterday's «Anzeiger» that you are looking for a small house to rent in the Black Forest during the summer months. I think you may be interested in our summer house, which lies in a very secluded spot in beautiful wooded country not far from the River Kinzig and the town of Wolfach. It has five rooms in all, including three bedrooms. It also has modern sanitation and is adequately furnished for holiday use. If you would like further details, I should be glad to let you have them.

Answering advertisements for accommodation offered:

I am interested in the house you offer for sale in today's «Gazette».

When could I come to see it?» — I am interested in the caravan you offer for hire at Selsey in this week's issue of «The Caravan». I enclose a stamped envelope addressed to myself, and would be grateful if you would send me further details.

Remarks:

To save space in advertisements about accommodation, various abbreviations are commonly used. For example, 4 bed or 4 beds means «4 bedrooms», 3 reception means «3 reception rooms» (i.e. rooms such as sitting-rooms, drawing-rooms, dining-rooms and studies); and sleep 6 means that there are enough beds for 6 people to be able to sleep in the place.

EXERCISE 359

Answer the following questions:

What did the prince do after her death?
What did people fear he could do?
Where did he lay for two days and nights?
Did he take a great resolution?
Where did he order her body to be put?
With what was the coffin decorated?
Where did he spend his time?
Did he tear his garments?
Did he tell the people what he had in mind?
Would he ever touch a woman?
Whom would he adopt?
What did he want to build?

EXERCISE 360

Δῶστε συνώνυμα στὶς ἐκφράσεις:

He stood motionless.
They said he killed himself.

He took a great resolution.
I like the scents of the flowers.
He wanted to adopt a boy.
He was the heir of the throne.
They permit him to build the Pearl of Love.
He adorned it beautifully.
«Keep out» the sign wrote.
To find fault with.
It is up to him to decide.
He comes here off and on.
We got through the lesson last night.
To adore someone.
Sarcophagus.
Alabaster.
Garments.
To rent.
Treasure.

XLIV

Οἱ ἀσκήσεις 359 καὶ 360 νὰ ἐλεγχθοῦν ἀπὸ τοὺς ἴδιους τοὺς σπουδαστάς μας, ὕστερα ἀπὸ ἐπανάληψη τῶν σχετικῶν κεφαλαίων.

VOCABULARY

aisle	(έϊσλ)	= πτέρυγα
vista	(βίστα)	= δενδροστοιχία
to soar	(σόουρ)	= πετῶ
to float	(φλόουτ)	= ἐπιπλέω
unobtrusive	(ανομπτράσιβ)	= ὄχι φορτωμένος
shadow	(chάντοου)	= σκιὰ
austere	(οστίαρ)	= αὐστηρὸς -ἡ-ὸ
to bow	(μπόου)	= κλίνω, ὑποκλίνομαι
task	(τασκ)	= καθῆκον
alteration	(αλτερέϊchιεν)	= ἀλλαγὴ
to dismantle	(ντισμάντλ)	= διαλύω
to remove	(ριμοὺβ)	= μετακινῶ
craftsman	(κράφτσμαεν)	= τεχνίτης
retinue	(ρετινιού)	= ἀκολουθία
to mar	(μαρ)	= καταστρέφω
absolute	(άμπσολιουτ)	= ἀπόλυτος -η-ο
harmony	(hάρμονι)	= ἁρμονία
disproportion	(ντισπροπόρchιεν)	= δυσαναλογία
to challenge	(τchάλεντj)	= προκαλῶ
to nick	(νικ)	= κόβω
casket	(κάσκετ)	= κιβώτιο
cause	(κόουζ)	= αἰτία
oblong	(όμπλονγκ)	= ὀρθογώνιο
incongruously	(ινκάνγκρουεσλι)	= ἀταίριαστος

to muse	(μιούζ)	= συλλογίζομαι
to point	(πόϊντ)	= δείχνω

TEXT

The Pearl of Love

by H.-G. Wells

Through the middle of the building ran a great aisle, a vista, that the prince came to care for more and more. From the inner entrance of the building he looked along the length of an immense pillared gallery and across the central area from which the rose-hued columns had long since vanished, over the top of the pavilion under which lay the sarcophagus, through a marvellously designed opening, to the snowy wilderness of the great mountain, the lord of all mountains, two hundred miles away. The pillars and arches and galleries soared and floated on either side, perfect yet unobtrusive, like great archangels waiting in the shadows about the presence of God. When people saw that austere beauty for the first time they were exalted, and then they shivered and their hearts bowed down. Very often would the prince come to stand there and look at that vista, deeply moved and not yet fully satisfied. The Pearl of Love had still something for him to do, he felt, before his task was done. Always he would order some little alteration to be made or some recent alteration to be put back again. And one day he said that the sarcophagus would be clearer and simpler without the pavilion; and after regarding it for a long time, he had the pavilion dismantled and removed.

The next day he came and said nothing. Then for two days he stayed away. Then he returned, bringing with him an architect and two master craftsmen and a small retinue.

Only one thing there was to spoil the absolute harmony. There was a certain disproportion about the sarcophagus. It had never been enlarged, and indeed how could it have been enlarged since the early days? It challenged the eye; It nicked the streaming lines. In that sarcophagus was the casket of lead and silver, and in the casket of lead and silver was the queen, the dear immortal cause of all this beauty. But now that

sarcophagus seemed no more than a little dark oblong that lay incongruously in the great vista of the Pearl of Love. It was as if someone had dropped a small valise upon the crystal sea of heaven.

Long the prince mused, but no one knew the thoughts that passed through his mind.

At last he spoke. He pointed.

«Take that thing away», he said.

TRANSLATION

Τὸ Μαργαριτάρι τῆς 'Αγάπης

ὑπὸ H.-G. Wells

'Ανάμεσα ἀπὸ τὴ μέση τοῦ κτιρίου διέτρεχε μία μεγάλη πτέρυγα, μιὰ δενδροστοιχία, γιὰ τὴν ὁποία ὁ πρίγπηκας ἐνδιαφέρονταν περισσότερο. 'Από τὴν ἐσωτερικὴ εἴσοδο τοῦ κτιρίου ἔβλεπε κατὰ μῆκος μιᾶς γαλαρίας ἀπέραντης μὲ κολῶνες καὶ κατὰ μῆκος τῆς κεντρικῆς ἐκτάσεως, ἀπὸ ὅπου οἱ κολῶνες μὲ ρὸζ χρῶμα εἶχαν ἀπὸ καιρό ἐξαφανιστῆ, πάνω ἀπὸ τὴν κορυφὴ τοῦ περιπτέρου, κάτω ἀπὸ τὸ ὁποῖο βρίσκονταν ἡ σαρκοφάγος ἀνάμεσα ἀπὸ ἕνα θαυμάσια στολισμένο ἄνοιγμα στὶς χιονισμένες ἐρημιὲς τοῦ μεγάλου βουνοῦ, τὸν κύριο ὅλων τῶν βουνῶν, διακόσια μίλια μακριά. Οἱ κολῶνες καὶ οἱ κίονες καὶ οἱ γαλαρίες πετοῦσαν καὶ ξεχύνονταν σὲ κάθε πλευρά, τέλειες ὄχι φορτωμένες σὰν μεγάλοι ἀρχάγγελοι, ποὺ περίμεναν στὶς σκιὲς γιὰ τὴν παρουσία τοῦ Θεοῦ. Ὅταν ὁ κόσμος ἔβλεπε αὐτὴ τὴν αὐστηρὴ ὀμορφιὰ γιὰ πρώτη φορά, τὴν ἐξυμνοῦσαν καὶ κατόπιν ἔτρεμαν κι οἱ καρδιές τους ἔσκυβαν κάτω. Πολὺ συχνὰ ὁ πρίγκηπας ἔρχονταν νὰ σταθῆ ἐκεῖ καὶ νὰ κυττάξη τὴν δενδροστοιχία βαθιὰ συγκινημένος ἀλλὰ ὄχι ἀκόμη ὁλότελα εὐχαριστημένος. Τὸ Μαργαριτάρι τῆς 'Αγάπης εἶχε ἀκόμη κάτι γι' αὐτὸν νὰ κάνη, ἕνιωθε, πρὶν ἡ ἀποστολή του νὰ τελειώση. Πάντοτε θὰ διέταζε μερικὲς μικρὲς ἀλλαγὲς νὰ γίνουν ἢ μερικὲς πρόσφατες ἀλλαγὲς νὰ ἐπαναφερθοῦν πάλι πίσω. Καὶ μιὰ μέρα εἶπε, ὅτι ἡ σαρκοφάγος θὰ ἔπρεπε νὰ εἶναι καθαρότερη καὶ πιὸ ἁπλὴ χωρὶς τὸ περίπτερο. Κι ἀφοῦ τὸ παρατήρησε γιὰ πολὺν καιρό, εἶπε τὸ περίπτερο νὰ διαλυθῆ καὶ νὰ ἀπομακρυνθῆ.

Τὴν ἑπόμενη μέρα πῆγε, ἀλλὰ δὲν εἶπε τίποτε. Κατόπιν δύο μέρες ἔμεινε μακριά. Ἔπειτα γύρισε φέρνοντας μαζί του ἕναν ἀρχιτέκτονα καὶ δύο καλοὺς τεχνίτες καὶ μιὰ μικρὴ ἀκολουθία.

Μόνο ἕνα πρᾶγμα κατέστρεφε τὴν τέλεια ἁρμονία. Ὑπῆρχε μιὰ ὁρισμένη δυσαναλογία γύρω ἀπὸ τὴ σαρκοφάγο. Ποτὲ δὲν τὴν εἶχαν μεγαλώσει καὶ πραγματικά, πῶς μποροῦσε νὰ φαρδύνη ἀπὸ τὶς πρῶτες μέρες; Προκαλοῦσε τὸ μάτι. Ἔκοβε τὶς κυματίζουσες γραμμές. Μέσα σ' αὐτὴν τὴν σαρκοφάγο ἦταν τὸ κιβώτιο ἀπὸ μόλυβδο κι ἀσήμι καὶ μέσα στὸ κιβώτιο ἀπὸ μόλυβδο κι ἀσήμι ἦταν ἡ βασίλισσα, ἡ ἀγαπητὴ ἀθάνατη αἰτία ὅλης αὐτῆς τῆς ὀμορφιᾶς. Ἀλλὰ τώρα αὐτὴ ἡ σαρκοφάγος δὲν φαίνονταν παρὰ ἕνα μικρὸ σκοῦρο ὀρθογώνιο, ποὺ κείτονταν ἀταίριαστα μέσα στὴ μεγάλη δενδροστοιχία τοῦ Μαργαριταριοῦ τῆς Ἀγάπης. Ἦταν σὰν κάποιος νὰ εἶχε ρίξει μιὰ μικρὴ βαλίτσα πάνω στὴν κρυστάλλινη θάλασσα τοῦ οὐρανοῦ.

Γιὰ πολλὴ ὥρα ὁ πρίγκηπας σκέφθηκε βαθιά, ἀλλὰ κανεὶς δὲν ἤξερε τὶς σκέψεις, ποὺ περνοῦσαν ἀπὸ τὸ μυαλό του. Στὸ τέλος μίλησε. Ἔδειξε. «Πάρτε αὐτὸ τὸ ἀντικείμενο μακριά», εἶπε.

Παρατηρήσεις

Τὸ ρῆμα **to care** = to worry. Ἔχουμε τὴν ἔκφραση to take care καὶ care σὰν οὐσιαστικό. Care = anxiety, concern, attention.

They don't take care about this problem = αὐτοὶ δὲν νοιάζονται γι' αὐτὸ τὸ πρόβλημα.

Τὸ ρῆμα **vanish** = to disappear utterly = ἐξαφανίζομαι ὁλότελα. To pass from sight or existence.

The clouds vanished from his sight = τὰ σύννεφα ἐξαφανίστηκαν ἀπὸ τὴν ὁρασή του (ἀπὸ τὰ μάτια του).

Τὸ ρῆμα **float** = to rest on a surface, to move gently.

Ἡ λέξη **presence** = παρουσία. Present = παρών, ἐνεστώς, καὶ τὸ ρῆμα to present = to bring before the public, to exhibit. Presence = the fact of being in a certain place.

He could not see him but he felt his presence = δὲν μποροῦσε νὰ τὸν δῆ, ἀλλὰ ἔνιωθε τὴν παρουσία του.

Τὸ ρῆμα **shiver** = to tremble, to quake, to shudder.

They all shivered because of him = ὅλοι ἔτρεμαν ἐξ αἰτίας του.

Ἡ ἔκφραση **deeply moved** = touched deeply = βαθιὰ συγκινημένος.

Task = duty, work.

Alteration = change. Τὸ ρῆμα εἶναι to alter = to change, to modify, to vary. Ἀντίθετο to fix.

They wanted to alter all the rose-hued columns = αὐτοὶ ἤθελαν νὰ ἀλλάξουν ὅλους τοὺς κίονες μὲ ρὸζ χρῶμα (χροιά).

Τὸ ρῆμα **dismantle** = to take away all the parts of something.

They decided to dismantle the campus = αὐτοὶ ἀποφάσισαν νὰ διαλύσουν τὴν κατασκήνωση.

Τὸ ρῆμα **mar** = to spoil, to destroy.

Harmony = agreement of sounds, of colors, agreement in opinions, interests, in music combinations.

The harmony of the building was destroyed because of the large windows = ἡ ἁρμονία τοῦ κτιρίου καταστράφηκε ἐξ αἰτίας τῶν μεγάλων παραθύρων.

Disproportion = lack of symmetry = ἔλλειψη συμμετρίας.

To enlarge = to make something larger.

Τὸ ρῆμα **challenge** = προκαλῶ, κυρίως σὲ μονομαχία = to take exception to.

To nick = to make a small break in.

Casket = coffin.

Incongruously = unsuitable.

Valise = traveling bag.

To muse = to think deeply.

Ἡ ἔκφραση **to take hold of** = to grasp = κρατιέμαι ἀπὸ κάπου.

They each look hold of one end of the table and moved it easily = καὶ οἱ δύο κράτησαν ἀπὸ μιὰ ἄκρη τοῦ τραπεζιοῦ καὶ τὸ μετακίνησαν εὔκολα.

The blind man took hold of my arm and I led him across the street = ὁ τυφλὸς ἄντρας κρατήθηκε ἀπὸ τὸ χέρι μου καὶ τὸν ὁδήγησα κατὰ μῆκος τοῦ δρόμου.

Ἡ ἔκφραση **to be out of the question** = to be impossible = ἀπίθανο.

When I asked him whether he could go with us, he said it was out of the question at this time of the year = ὅταν τὸν ρώτησα, ἐὰν θὰ ἔρχονταν μαζί μας, εἶπε, ὅτι ἦταν ἀδύνατον αὐτὴ τὴν ἐποχὴ τοῦ ἔτους.

Germany's demands were out of the question and England answered by declaring the war = οἱ ἀπαιτήσεις τῆς Γερμανίας ἦταν ἀπίθανες κι ἡ Ἀγγλία ἀπάντησε κηρύττοντας τὸν πόλεμο.

Ἡ ἔκφραση **to keep track of** = to keep or maintain a record of = κρατῶ πρακτικά, σημείωση.

Do you keep track of the long distance telephone calls which you make in your office each month? = κρατᾶς σημείωση (καταγράφεις) τὶς ὑπεραστικὲς τηλεφωνικὲς κλήσεις, ποὺ κάνεις στὸ γραφεῖο σου κάθε μήνα;

We are going to keep track of all our expenses while we are in Europe = θὰ κρατήσουμε σημείωση ἀπὸ ὅλα μας τὰ ἔξοδα, ὅσο θὰ εἴμαστε στὴν Εὐρώπη.

Ἡ ἔκφραση **to feel sorry for** = to pity, feel sorry for someone.

I feel sorry for anyone who has to do that kind of work = λυπᾶμαι τὸν καθένα, ποὺ πρέπει νὰ κάνη αὐτὸ τὸ εἶδος τῆς δουλειᾶς.

EXERCISE 361

Answer the following questions:

What did it run through the middle of the building?
Where did he look along the length of the gallery?
How did the pillars and arches look like?
Were people surprised to see it?
Did they shiver?
Did the prince go often there?
What did he feel?
Did he make any alterations?
What did he order to be dismantled?
With whom did he return one day?
What did he destroy the harmony?
What was into the casket?
How did it seem now?
What did the prince order?

EXERCISE 362

Δῶστε συνώνυμα στὶς ἐκφράσεις:

He cared about the Pearl of Love.
The old columns were vanished.
He presented them to the king.
To shiver.
He forgot his task.
He ordered to alter it.
The pavilion was dismantled.
The sarcophagus mared the harmony.
Disproportion.
To enlarge.
To take hold of.
To be out of the question.
To keep track of.
To feel sorry for.

XLV

TEXT

ABRAHAM LINCOLN (1809-1865)

THE GETTYSBURG ADDRESS

Lincoln gave the following address after a two-hour oration delivered by the brilliant Edward Everett. There may have been some doubts when Abraham Lincoln rose to speak; but after the first few words, there could be no doubts. A hush fell upon the people. At the conclusion, there was no applause, for they were too moved. They felt it would be like applauding a prayer.

«The Gettysburg Address» is recognized everywhere as one of the masterpieces of all literature.

Fourscore and seven years ago our fathers brought forth on this continent a new nation conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate this ground. The brave men, living and dead, who struggled here, have consecrated it far above

our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

November 19, 1863.

TRANSLATION

Πρὶν 87 χρόνια οἱ πατέρες μας ἔφεραν σ' αὐτὴ τὴν ἤπειρο ἕνα καινούργιο ἔθνος, γαλουχημένο μὲ τὴν ἐλευθερία καὶ ἀφωσιωμένο στὴν ἀρχή, ὅτι ὅλοι οἱ ἄνθρωποι γεννήθηκαν ἴσοι.

Τώρα ἔχουμε ἀποδυθῆ σ' ἕνα μεγάλο ἐμφύλιο πόλεμο δοκιμάζοντας, ἂν αὐτὸ τὸ ἔθνος ἢ ὁποιοδήποτε ἔθνος ἔτσι γαλουχημένο καὶ ἀφωσιωμένο μπορῆ γιὰ πολὺ νὰ βαστάξη. Συναντιόμαστε σ' ἕνα μεγάλο πεδίο μάχης αὐτοῦ τοῦ πολέμου. Ἤλθαμε, γιὰ νὰ ἀφιερώσουμε ἕνα μέρος αὐτοῦ τοῦ πεδίου σὰν ἕνα τελικὸ τόπο ἀναπαύσεως γιὰ ἐκείνους, ποὺ ἔδωσαν τὶς ζωές τους, γιὰ νὰ μπορέση νὰ ζήση αὐτὸ τὸ ἔθνος. Εἶναι ταιριαστὸ καὶ σκόπιμο γιὰ ὅλους, ὅτι πρέπει νὰ κάνουμε αὐτό.

Ἀλλὰ σέ πλατιὰ ἔννοια δὲν μποροῦμε νὰ ἀφιερώσουμε αὐτὸ τὸ χῶμα. Οἱ γενναῖοι ἄνδρες, ζωντανοὶ καὶ νεκροί, ποὺ ἀγωνίστηκαν ἐδῶ, ἀφιέρωσαν πολὺ περισσότερο ἀπὸ ὅ,τι ἡ φτωχή μας δύναμη θὰ μποροῦσε νὰ προσθέση ἢ νὰ ἀφαιρέση. Ὁ κόσμος θὰ σημειώση λίγο κι οὔτε πολὺ θὰ θυμηθῆ αὐτὰ ποὺ λέμε ἐδῶ, ἀλλὰ δὲν μπορεῖ ποτὲ νὰ ξεχάση αὐτό, ποὺ αὐτοὶ ἔκαναν (ἐπραγματοποίησαν) ἐδῶ. Ἐναπόκειται σὲ μᾶς τοὺς ζωντανούς, μᾶλλον, νὰ ἀφοσιωθοῦμε ἐδῶ στὴν ἀσυμπλήρωτη δουλειά, ποὺ αὐτοὶ ποὺ πολέμησαν ἐδῶ ἔχουν τόσο πολὺ καὶ τόσο εὐγενικὰ προχωρήσει. Ἐναπόκειται μᾶλλον σὲ μᾶς (εἶναι καθῆκον μας) νὰ ἀφοσιωθοῦμε στὸ μεγάλο σκοπό, ποὺ παραμένει (ὀρθώνεται) μπροστά μας, ὥστε ἀπ' αὐτοὺς τοὺς τιμημένους νεκροὺς νὰ πάρουμε αὐξημένη ἀφοσίωση γιὰ τὴν ὑπόθεση αὐτή, γιὰ τὴν ὁποία ἔδωσαν τὸ τελευταῖο πλῆρες μέτρο τῆς ἀφοσιώσεως. Ὥστε νὰ ἀποφασίσουμε ἐδῶ ψηλά, ὅτι αὐτοὶ οἱ νεκροὶ δὲν θὰ ἔχουν πεθάνει ἄδικα. Ὥστε αὐτὸ τὸ ἔθνος, ὑπὸ

τὴν αἰγίδα τοῦ Θεοῦ νὰ ἔχῃ μιὰ καινούργια γέννηση ἐλευθερίας. Κι αὐτὴ ἡ Κυβέρνηση ἀπὸ τὸ λαό, ὑπὸ τοῦ λαοῦ καὶ γιὰ τὸ λαό, δὲν θὰ καταστραφῆ ἀπὸ τὴ γῆ.

Νοέμβριος 19, 1863.

Παρατηρήσεις

To dedicate = ἀφιερώνω, π.χ.:

To dedicate a church = ἀφιερώνω μιὰ ἐκκλησία.
To dedicate one's life to study = νὰ ἀφιερώση τὴ ζωὴ ἑνὸς στὴ μελέτη.
To her my thoughts I daily dedicate = σ' αὐτὴν τὶς σκέψεις μου καθημερινὰ ἀφιερώνω.
To dedicate a book to a hero = νὰ ἀφιερώσης ἕνα βιβλίο σ' ἕναν ἥρωα.

Synon.: dedícate, = devote, consecrate, hallow.

I had devoted the labor of my life to this purpose = εἶχα ἀφιερώσει τὴν ἐργασία ὅλης τῆς ζωῆς μου σ' αὐτὸν τὸν σκοπό.
Devoted admirers = ἀφωσιωμένοι θαυμασταί.

Hallow = καθαγιάζω, τιμῶ σὰν ἅγιο.

«But in a larger sense we can not dedicate, we cannot consecrate, we cannot hallow this ground» (Lincoln).

To create = δημιουργῶ.

God created the heaven and the earth = ὁ Θεὸς δημιούργησε τὸν οὐρανὸ καὶ τὴ γῆ.
To create a favorable public opinion = νὰ δημιουργήση κανεὶς μιὰ εὐνοϊκὴ κοινὴ γνώμη.

Synon. : create = make, build, produce.

To endure = ἀντέχω, ὑπομένω.

«There are those who endure to the end, and are saved» = ἐκεῖνοι, ποὺ θὰ ἀνθέξουν ὥς τὸ τέλος, θὰ σωθοῦν.

He cannot endure jazz = αὐτὸς δὲν μπορεῖ νὰ ὑποφέρη τὴ τζάζ.

Synon.: endure = last, remain, continue, abide.

Struggle = ἀγωνίζομαι.

«The brave men who struggled here have consecrated it far above our poor power to add or detract» (A. Lincoln) = οἱ γενναῖοι ἄντρες, ποὺ ἀγωνίσθηκαν ἐδῶ, ἀφιέρωσαν πολὺ περισσότερο ἀπὸ ὅ,τι ἡ φτωχή μας δύναμη θὰ μποροῦσε νὰ προσθέση ἢ νὰ ἀφαιρέση.

Struggle for liberty = ἀγώνας γιὰ τὴν ἐλευθερία.

Struggle for living = ἀγώνας γιὰ τὴν ἐπιβίωση.

Synon.: struggle = effort, labor.

To detract = ἀφαιρῶ.

This detracts much of its beauty = αὐτὸ ἀφαιρεῖ πολὺ ἀπὸ τὴν ὀμορφιά του.

Synon.: detract = derogate, depreciate.

To perish = χάνομαι, καταστρέφομαι (πεθαίνω ὄχι ἀπὸ φυσικὴν αἰτία καὶ συνήθως μὲ τὴν καταστροφὴ τοῦ σώματος), π.χ. :

To perish in a fire = καταστρέφομαι σὲ μιὰ πυρκαϊά.

Races that have perished from the earth = φυλές, ποὺ ἔχουν ἐξαφανισθῆ ἀπὸ τὴ γῆ.

Nations perishing for want of religious teachers = ἔθνη, ποὺ καταστρέφονται ἀπὸ ἔλλειψη θρησκευτικῶν δασκάλων.

Increase = αὐξάνω.

To increase his weight = νὰ αὐξήση τὸ βάρος του. An increase of knowledge = αὔξηση τῆς γνώσεως.

Synon.: increase = αὐξάνω, enlarge = μεγαλώνω, augment = μεγενθύνω, amplify = ἐνισχύω.

To enlarge your house = νὰ μεγαλώσης τὸ σπίτι σου (ἐπεκτείνης).

Τὸ ρῆμα **to augment** = μεγενθύνω, συνήθως συναντᾶται στὴν λογοτεχνία καὶ ὄχι στὴν καθομιλουμένη γλῶσσα.

Even an increase of fame served only to augment their industry = ἀκόμη μιὰ αὔξηση τῆς φήμης τους συνετέλεσε στὴν ἐπέκταση τῆς βιομηχανίας τους.

Ant.: decrease, lessen, curtail, reduce.

Vain = μάταιος. **In vain** = μάταια.

Vain hopes and idle fancies = μάταιες ἐλπίδες καὶ μάταιες φαντασίες.

Ant.: valuable, worthwhile, satisfying.

EXERCISE 363

Drill Questions

Answer the following with complete sentences. Be careful to use the proper pronouns, demonstratives, adverbs, and verb forms. You may have to change **our** to **their**, **we** to **they**, **this** to **that**, **these** to **those**, **here** to **there**, **are** to **was**, **have** to **had**, **shall** to **should** and **can** to **could**:

What happened fourscore and seven years before the Gettysburg address?
What was the new nation dedicated to?
What was the United States engaged in as Lincoln spoke?
What was that war testing?
Where did Lincoln speak?
Why did he come to the battlefield?
What was fitting and proper?
What was true in a larger sense?
Who had already consecrated the battlefield?
What did the living need to be dedicated to?
What did the soldiers give to the cause?

What did Lincoln urge his listeners to resolve?

EXERCISE 364

Preposition Practice

Insert the correct prepositions in the black spaces below:

The new nation was conceived — liberty.
We are engaged — a civil war.
We have met — a battlefield — that war.
We have come to dedicate a portion — that field.
— a larger sense, we cannot dedicate this ground.
We must be dedicated — the great task remaining — us.
They gave the last full measure — devotion.
These dead shall non have died — vain.
This nation, — God, shall have a new birth — freedom.
Government — the people, — the people, — the people, shall not perish — the earth.

EXERCISE 365

Questions for Discussion and Writing

1. This address is considered one of the greatest ever delivered. What, in your opinion, are the reasons for its greatness? For example, is lack of hatred a reason? This speech was delivered on a battlefield, a situation in which most speakers would try to arouse hatred for the enemy. Lincoln didn't even mention the enemy, except by including enemy soldiers among the «honored dead».

2. Lincoln fought against the kind of slavery in which a man is under the complete control of another man. He was also against the kind of slavery in which a man is under the complete control of the state. How is the second kind of slavery a problem in the modern world?

XLVI

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 361

Through the middle of the building ran an aisle.
He looked at a pillared gallery.
The pillars and arches looked like archangels.
Yes, they were surprised to see it.
They shivered because of it.
Yes, he went very often.
He felt that he had to do something more.
Yes, he made many alterations.
He ordered the pavilion to be dismantled.
He returned with an architect.
The sarcophagus destroyed the harmony.
The body of the dead queen was in the casket.
It seemed like a small oblong.
He ordered to be taken away.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 362

He worried about the Pearl of Love.
The old columns were disappeared.
He showed them to the king.
To tremble.
He forgot his duty.
He ordered to change it.
The pavilion was taken away.
The sarcophagus spoiled the harmony.
Lack of symmetry.
To make something larger.
To grasp.

To be impossible.
To keep or maintain a record of.
To pity, fell compassion for.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 363

Drill Questions

Fouscore and seven years before the Gettysburg address a new nation conceived in liberty was created.

The new nation was dedicated to the idea that all men are created equal.

The United States was engaged in a great civil war.

That war was testing whether that nation or any nation so conceived and so dedicated, can long endure.

Lincoln spoke on a great battlefield of that war.

He came to the battlefield to dedicate a portion of it as a final resting place for those who gave their lives in the civil war.

It was fitting and proper to dedicate that portion to those who gave their lives that that nation might live.

In a larger sense it was true that they could not dedicate, they could not consecrate, they could not hallow that ground because it had already been consecrated.

The brave men, living and dead, who struggled there had consecrated it.

The living needed to be dedicated to the great task remaining before them.

The soldiers gave their lives, their last full measure of devotion to the cause.

Lincoln urged his listeners to resolve that these dead had not died in vain and that the nation should not perish from the earth.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 364

The new nation was conceived in liberty.
We are engaged in a civil war.
We have met on a battlefield of that war.

We have come to dedicate a portion of that field.
In a larger sense, we cannot dedicate this ground.
We must be dedicated to the great task remaining before us.
They gave the last full measure of devotion.
These dead shall not have died in vain.
This nation, under God, shall have a new birth of freedom.
Government of the people, by the people, for the people, shall not perish from the earth.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 365

Questions for discussion and writing

1. The reasons that render this address great are : the lack of hatred, the philosophical attitude towards the civil war, its simplicity of speech and economy of words as well as the high principles that Lincoln sets for Americans.

2. It is the problem of totalitarian regimes.

VOCABULARY

to gilt	(γκιλντ)	= ἐπιχρυσώνω
thin	(θιν)	= λεπτὸς-ἡ-ὸ
sapphire	(σαέφαϊρ)	= σάπφειρος
ruby	(ρούμπι)	= ρουμπίνι
to glow	(γκλόου)	= λάμπω
hilt	(hιλτ)	= χερούλι
weathercock	(γουέδερκοκ)	= ἀνεμοδείκτης
to remark	(ριμάρκ)	= παρατηρῶ
to gain	(γκέϊν)	= κερδίζω
reputation	(ρεπιουτέϊchιεν)	= ὑπόληψη
taste	(τέϊστ)	= αἴσθηση
sensible	(σένσιμπλ)	= γνωστικὸς-ἡ-ὸ
to mutter	(μάτερ)	= μουρμουρίζω
to gaze	(γκέϊζ)	= ἀτενίζω

scarlet	(σκάρλετ)	= κόκκινος-η-ο
cloak	(κλόουκ)	= ἐπανωφόρι
pinafore	(πιναφόουρ)	= ποδιά
to frown	(φρόουν)	= συνοφρυώνομαι
severe	(σιβὶρ)	= αὐστηρὸς-ὴ-ὸ
reed	(ριντ)	= καλάμι
moth	(μοθ)	= σκῶρος
slender	(σλέντερ)	= λεπτὸς-ὴ-ὸ
waist	(γουέϊστ)	= μέση
point	(πόϊντ)	= θέμα
bow	(μπόου)	= ὑπόκλιση
wing	(γουΐνγκ)	= φτερὸ
ripple	(ριπλ)	= κυματισμὸς
courtship	(κόρτchιπ)	= ἐρωτοτροπία
attachment	(ατάτchμεντ)	= προσήλωση
to twitter	(τουΐτερ)	= τιτιβίζω
relation	(ριλέϊchιεν)	= συγγενεῖς

TEXT

The Happy Prince

by Oscar Wilde

High above the city, on a tall column, stood the statue of the Happy Prince. He was gilded all over with thin leaves of fine gold, for eyes he had twe bright sapphires, and a large red ruby glowed on his sword-hilt.

He was very much admired indeed. «He is as beautiful as a weather-cock», remarked one of the Town Councillors who wished to gain a reputation for having artistic tastes; «only not quite so useful,» he added, fearing less people should think him unpractical, which he really was not.

«Why can't you be like the Happy Prince?» asked a sensible mother of her little boy who was crying for the moon. «The Happy Prince never dreams of crying for anything».

«I am glad there is someone in the world who is quite happy», muttered a disappointed man as he gazed at the wonderful statue.

«He looks just like an angel», said the Charity Children as they came out of the cathedral in their bright scarlet cloaks and their clean white pinafores.

«How do you know?» said the Mathematical Master, «you have never seen one.»

«Ah but we have, in our dreams», answered the children; and the Mathematical Master frowned and looked very severe, for he did not approve of children dreaming.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind, for he was in love with the most beautiful Reed. He had met her early in the spring and had been so attracted by her slender waist that he had stopped to talk to her.

«Shall I love you?» said the Swallow, who liked to come to the point at once, and the Reed made him a low bow. So he flew round and round her, touching the water with his wings, and making silver ripples. This was his courtship, and it lasted all through the summer.

«It is a ridiculous attachment,» twittered the other Swallows; «she has no money, and far too many relations;» and indeed the river was quite full of Reeds. Then, when the autumn came they all flew away.

(the story continues)

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

Ψηλὰ πάνω ἀπὸ τὴν πόλη, ἐπάνω σὲ μιὰ ψηλὴ κολώνα, στέκονταν τὸ ἄγαλμα τοῦ Εὐτυχισμένου Πρίγκηπα. Ἦταν ἐπιχρυσωμένο ὁλόκληρο μὲ λεπτὰ φύλλα ἀπὸ καλὸ χρυσάφι, γιὰ μάτια εἶχε δύο λαμπερὰ σαφείρια καὶ ἕνα μεγάλο κόκκινο ρουμπίνι ἔλαμπε στὸ χερούλι τοῦ σπαθιοῦ του.

Πραγματικὰ τὸν θαύμαζαν πάρα πολύ. «Εἶναι ὅμορφος ὅσο ἕνας ἀνεμοδείκτης» παρατήρησε ἕνας ἀπὸ τοὺς συμβούλους τῆς πόλης, ποὺ ἤθελε νὰ κερδίση μιὰ ὑπόληψη, ὅτι εἶχε καλλιτεχνικὰ αἰσθητήρια, «μόνον ὄχι τόσο πολὺ χρήσιμος», προσέθεσε αἰσθανόμενος, ὅτι λιγότεροι ἄνθρωποι θὰ τὸν νόμιζαν πρακτικό, ποὺ στὴν πραγματικότητα δὲν ἦταν.

«Γιατὶ δὲν μοπορεῖς νὰ γίνης σὰν τὸν Εὐτυχισμένο Πρίγκηπα;» ρώτησε μιὰ γνωστικὴ μητέρα τὸ μικρό της ἀγόρι, ποὺ ἔκλαιγε (γιὰ) ἐξ αἰτίας τοῦ φεγγαριοῦ. «Ὁ Εὐτυχισμένος Πρίγκηπας ποτὲ δὲν ὀνειρεύεται νὰ κλαίη γιὰ τὸ κάθε τί».

Χαίρομαι ποὺ κάποιος ὑπάρχει στὸν κόσμο, ποὺ εἶναι σχεδὸν εὐτυχής», μουρμούρισε ἕνας ἀπογοητευμένος ἄντρας, καθὼς ἀτένιζε τό θαυμάσιο ἄγαλμα.

«Μοιάζει σὰν ἕνας ἄγγελος», εἶπαν τὰ παιδιὰ τοῦ Φιλανθρωπικοῦ Σωματείου, καθὼς βγῆκαν ἔξω ἀπὸ τὸν καθεδρικὸ ναὸ μὲ τὰ λαμπερὰ κόκκινα ἐπανωφόρια τους καὶ τὶς καθαρὲς ἄσπρες ποδιές τους.

«Πῶς τὸ ξέρεις;» εἶπε ὁ καθηγητὴς τῶν Μαθηματικῶν, «ποτὲ δὲν ἔχετε δῆ κανένα». «Ἄ, ἀλλὰ ἔχουμε δῆ στὸν ὕπνο μας (ὄνειρά μας)» ἀπάντησαν τὰ παιδιά. Κι ὁ καθηγητὴς τῶν Μαθηματικῶν συνοφρυώθηκε καὶ κύτταξε αὐστηρά, γιατὶ δὲν ἐπεδοκίμαζε τὰ παιδικὰ ὄνειρα.

Μιὰ νύχτα πέταξε πάνω ἀπὸ τὴν πόλη ἕνα μικρὸ χελιδόνι. Οἱ φίλοι του εἶχαν φύγει στὴν Αἴγυπτο ἕξι βδομάδες πρίν, ἀλλὰ αὐτὸ εἶχε μείνει πίσω, γιατὶ ἦταν ἐρωτευμένο μὲ τὸ πιὸ ὄμορφο καλάμι. Τὸ εἶχε συναντήσει νωρὶς τὴν ἄνοιξη, καὶ εἶχε τόσο πολὺ γοητευθῆ ἀπὸ τὴ λεπτή του μέση, ποὺ εἶχε σταματήσει νὰ μιλήση μαζί του. «Νὰ σὲ ἀγαπῶ;» εἶπε τὸ χελιδόνι, ποὺ τοῦ ἄρεζε νὰ ἔρχεται στὸ θέμα ἀμέσως, καὶ τὸ καλάμι τοῦ ἔκανε μιὰ βαθιὰ ὑπόκλιση. Ἔτσι πετοῦσε ὁλόγυρά του ἀγγίζοντας τὸ νερὸ μὲ τὰ φτερά του καὶ κάνοντας ἀσημένιους κυματισμούς. Αὐτὲς ἦταν οἱ ἐρωτοτροπίες του καὶ βάσταξαν ὅλο τὸ καλοκαίρι.

«Εἶναι γελοία προσήλωση» τιτίβιζαν τὰ ἄλλα χελιδόνια, «δὲν ἔχει καθόλου χρήματα καὶ ἔχει πάρα πολλοὺς συγγενεῖς». Καὶ πραγματικὰ τὸ ποτάμι ἦταν σχεδὸν γεμάτο ἀπὸ καλάμια. Κατόπιν ὅταν ἦλθε τὸ φθινόπωρο, ὅλα πέταξαν μακριά.

Παρατηρήσεις

Τὸ ρῆμα **to gild** = to cover with gold, to overlay with a thin covering of gold.

The statue was covered all over with gold = τὸ ἄγαλμα ἦταν ὅλο ἐπιχρυσωμένο μὲ χρυσό.

Hilt = handle.

Sapphire = blue precious stone.

Τὸ ρῆμα **to glow** = to shine, to show a bright color, to feel hot.

The stones glowed in the dark = οἱ πέτρες ἔλαμπαν μέσα στὸ σκοτάδι.

Τὸ ρῆμα **to admire** = to regard with high esteem. Ἀντίθετο τὸ ρῆμα obhor = μισῶ. Ἀπὸ τὸ admire ἔχουμε admiration, admirable καὶ admirer.

Τὸ ρῆμα **to remark** = to note, to observe, to comment καὶ οὐσιαστικὸ remark = observation, note.

Τὸ ρῆμα **to gain** = to earn, to acquire, to win, to attain. Καὶ gain σὰν οὐσιαστικό = profit, acquisition, accumulation.

They wanted to gain a good name in the city = αὐτοὶ ἤθελαν νὰ κερδίσουν ἕνα καλὸ ὄνομα μέσα στὴν πόλη.

Reputation = fame, good name, reknown καὶ σὰν ρῆμα to repute = to esteem.

He had a good reputation in the office because of his good character = εἶχε μιὰ πολὺ καλὴ ὑπόληψη στὸ γραφεῖο ἐξ αἰτίας τοῦ καλοῦ του χαρακτῆρα.

Τὸ οὐσιαστικὸ **sensible** = aware, conscious, intelligent, capable of being felt, seen. Ἀντίθετο τὰ foolish, absurd, insensible. Ἀπὸ τὸ sensible ἔχουμε καὶ τὸ sensibly, ἐπίρρημα.

Τὸ ρῆμα **to mutter** = to speak in a low voice, to utter words slowly, murmur.

Ἡ λέξη **disappointed** = with failure of hope. Τὸ ρῆμα **to disappoint** = to fail to hope καὶ ἔχουμε καὶ τὸ οὐσιαστικὸ disappointment.

Ἡ λέξη **severe** = αὐστηρὰ = grave, austere, strict, hard to endure, stern. Ἀντίθετο tolerant, tender. Ἔχουμε καὶ τὸ ἐπίρρημα severely καὶ τὸ οὐσιαστικὸ severity.

Τὸ ρῆμα **frown** = συνοφρυώνομαι = to scowl. Καὶ ἀντίθετο τὸ ρῆμα to smile.

Τὸ ρῆμα **approve** = to confirm, to endorse. Καὶ ἀντίθετο τὸ disapprove. Ἀπὸ τὸ approve ἔχουμε τὸ οὐσιαστικὸ approvement.

Τὸ ρῆμα **to attract** = προσελκύω καὶ attraction καὶ attractive. Λέμε γιὰ μιὰ γυναίκα ὅτι εἶναι πολὺ ἑλκυστικὴ ματαχειριζόμενοι τὴν λέξη attractive. To attract = to charm, fascinate, to allure. Καὶ ἔχουμε καὶ τὸ ἐπίρρημα attractively καὶ τὸ οὐσιαστικὸ attractiveness.

Ἡ ἔκφραση **to come to point** = ἔρχομαι στὸ θέμα, to talk about what interests you.

Ἡ λέξη **ripple** = small waves.

Τὸ ρῆμα **last** = διαρκεῖ. Ὑπάρχει καὶ ἐπίθετο last, ὁ τελευταῖος, μὲ ἀντίθετο τὸ first. Last = final, at the end, finally καὶ τὸ ἐπίρρημα lastly. Τό ρῆμα last = to endure, to hold out, to continue, to abide, persist.

Their love lasted all the summer and then they were separated = ἡ ἀγάπη τους βάσταξε ὅλο τὸ καλοκαίρι καὶ κατόπιν ἐχώρισαν.

Τὸ ρῆμα **twitter** = to make quik, soft sounds like the sound or song of a bird = τιτιβίζω.

Ἡ λέξη **attachment** = connection, something or someone fastened on another person. Τὸ ρῆμα εἶναι τὸ **attach** = to fasten, to appoint, assign. Ἀντίθετο τοῦ ρήματος τὸ detach.

Ἡ λέξη **ridiculous** = laughable, ludicrous.

Ἡ ἔκφραση **up to date** = to bring up to the present time.

This catalogue is not up to date = αὐτὸς ὁ κατάλογος δὲν εἶναι ὡς τὰ σήμερα (τὴ σημερινὴ ἡμερομηνία).

It was published seven years ago = ἐκτυπώθηκε ἑφτὰ χρόνια πρίν.

It is one of the most modern and up to date appartments in the city = εἶναι ἕνα ἀπὸ τὰ πιὸ μοντέρνα καὶ τελευταῖα διαμερίσματα στὴ πόλη.

EXERCISE 366

Answer the following questions :

What was on a column?
Wich what was he gilded?
What did he have for eyes?
Was he admired by the people?
What did Town Councillor say?
What did he look like the charity children say?
What did fly over the city one night?
Where had his friends gone?
With whom was he in love?
Where did he meet the Reed?
What did he do round the Reed?
Did the other swallows like this attachment?

EXERCISE 367

Γράψτε συνώνυμα στὶς ἐκφράσεις ἢ συμπληρῶστε τις.

The statue was gilded with gold.
A sapphire is a ....
A hilt of a sword is the ....
The statue glowed in the sun.
People admired it.
He said something he thought it was remarkable.
He wanted to gain their reputation.
Reputation is ....
She was a sensible mother.
To mutter a word is to ....
To disappoint one is to ....
One who is severe is ....
The opposite of approve is ....
To attract one is to ....
A ripple in the water is a ....
To last means to ....

To twitter is to ....
An attachment is a ....
To be ridiculous is to ....
Up to date is ....

XLVII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 366

A great statue was on a column.
He was gilded with gold.
He had two bright sapphires for eyes.
Yes, he was admired by the people,
He said that it was like a weathercock.
They said he looked like an angel.
A little swallow flew over the city.
His friends had gone to Egypt.
He was in love with the most beautiful Reed.
He met it down the river.
He flew round and round it.
No, they did not like it.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 367

The statue was covered all over with gold.
A sapphire is a precious stone.
A hilt of a sword is the handle of it.
The statue sparkled in the sun.
People liked it.
He said something he thought it was good to say.
He wanted to earn their reputation.
Reputation is the good name one has.
She was a wise mother.
To mutter a word is to speak it slowly.
To disappoint one is to make stop hoping.
One who is severe is grave.
The opposite of approve is disapprove.

To attract one is to charm him or her.
A ripple on the water is a small wave.
To last means to go on.
To twitter is to make quick, soft sounds.
An attachment is a connectic.
To be ridiculous is to le laughable.
Up to date is to present time.

VOCABULARY

lonely	(λόνλι)	= μόνος
conversation	(κονβερσέϊchev)	= συζήτηση
coquette	(κοκὲτ)	= κοκέττα
to flirt	(φλερτ)	= φλερτάρω
wind	(γουΐντ)	= ἄνεμος
curtsey	(κέρτσεϊ)	= ὑπόκλιση
to admit	(αντμΐτ)	= παραδέχομαι
domestic	(ντομέστικ)	= οἰκιακὸς -ή-ό
shake-shook-shaken		= κινῶ
to trifle	(τράϊφλ)	= παίζω, μικρολογῶ
to put up	(πουτ απ)	= μένω
preparation	(πρεπαρέϊchιεν)	= προετοιμασία
position	(ποζίchιεν)	= θέση
fresh	(φρέch)	= καθαρὸς -ή-ό
to alight	(αελάϊτ)	= κατεβαίνω
drop	(ντροπ)	= σταγόνα
curious	(κιούριες)	= παράξενος -η-ο, περίεργος
dreadful	(ντρέϊντφουλ)	= τρομερὸς -ή-ό
merely	(μέρελι)	= ἁπλῶς
selfishness	(σέλφιchνες)	= φιλαυτία
to determine	(ντετέρμιν)	= ἀποφασίζω
tear	(τίαρ)	= δάκρυ
cheek	(τchικ)	= μάγουλο
pity	(πίτι)	= οἶκτος
moonlight	(μούνλάϊτ)	= σεληνόφως
to drench	(ντρεντch)	= βρέχω

to amuse	(αμιούζ)	= διασκεδάζω, εὐχαριστοῦμαι
to explode	(εξπλόντ)	= ἐκρυγνύω -ομαι
to retreat	(ριτρίτ)	= ὑποχωρῶ

TEXT

The Happy Prince

by Oscar Wilde

After they had gone he felt lonely and began to be tired of his love. « She has no conversation», he said, «and I am afraid that she is a coquette, for she is always flirting with the wind». And certainly, whenever the wind blew, the Reed made the most graceful curtseys. «I admit that she is domestic», he continued, «but I love traveling, and my wife, consequently, should love traveling also». «Will you come away with me?» he said finally to her, but the Reed skooh her head, she was so attached to her home.

«You have been trifling with me», he cried, «I am off to the Pyramids. Good bye!» and he flew away.

All day long he flew, and at night he arrived at the city. «Where shall I put up?» he said, «I hope the town has made preparations».

Then he saw the statue on the tall column.

«I will put up there», he cried, «it is a fine position, with plenty of fresh air». So he alighted just between the feet of the Happy Prince.

«I have a golden bedroom», he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing a large drop of water fell on him. ««What a curious thing!», he cried; «there is not a single cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the north of Europe is really dreadful. The Reed used to like the rain, but that was merely her selfishness».

Then another drop fell.

«What is the use of a statue if it cannot keep the rain off?» he said; «I must look for a,good chimney-pot», and he determined to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw — Ah what he did see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight that the little Swallow was filled with pity.

«Who are you?» he said.

«I am the Happy Prince». «Why are you weeping then?» asked the Swallow; «You have quite drenched me».

(the story continues)

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

Ἀφοῦ εἶχαν φύγει, ἔνιωσε μόνος κι ἄρχισε νὰ κουράζεται ἀπὸ τὴν ἀγάπη τους. «Δὲν μπορεῖ νὰ κουβεντιάση, εἶπε, καὶ φοβοῦμαι, ὅτι εἶναι μιὰ κοκέτα, γιατὶ πάντοτε φλερτάρει μὲ τὸν ἄνεμο». Καὶ πραγματικά, ὅταν ὁ ἄνεμος φυσοῦσε, τὸ καλάμι ἔκανε τὶς πιὸ ὄμορφες ὑποκλίσεις. «Παδαρέχομαι, ὅτι εἶναι γιὰ τὸ σπίτι, συνέχισε, ἀλλὰ ἀγαπῶ τὰ ταξίδια καὶ ἐπομένως καὶ ἡ γυναίκα μου θὰ πρέπη νὰ ἀγαπᾶ τὰ ταξίδια ἐπίσης. «Θὰ ἔλθης μαζί μου μακριά;» εἶπε τελικὰ σ'αὐτήν, ἀλλὰ τὸ καλάμι κούνησε τὸ κεφάλι του, ἦταν τόσο προσκολλημένο στὸ σπίτι του (περιβάλλον του).

«Μὲ κοροϊδεύεις» φώναξε «φεύγω γιὰ τὶς Πυραμίδες, ἀντίο» καὶ πέταξε μακριά.

Ὅλη τὴν ἡμέρα πετοῦσε καὶ τὸ βράδυ ἔφθασε στὴν πόλη. «Ποῦ θὰ μείνω» εἶπε «ἐλπίζω, ὅτι ἡ πόλη ἔχει κάνει προετοιμασίες».

Κατόπιν εἶδε τὸ ἄγαλμα ἐπάνω στὴν ψηλὴ κολόνα.

«Θὰ μείνω ἐκεῖ, φώναξε, εἶναι μιὰ περίφημη θέση μὲ ἄφθονο καθαρὸν ἀέρα». Ἔτσι κατέβηκε ἀκριβῶς ἀνάμεσα στὰ πόδια τοῦ Εὐτυχισμένου Πρίγκηπα.

«Ἔχω μιὰ χρυσὴ κρεββατοκάμαρα, εἶπε ἀπαλὰ στὸν ἑαυτό του, καθὼς κύτταξε γύρω καὶ ἑτοιμάστηκε νὰ πάη γιὰ ὕπνο. Ἀλλὰ καθὼς ἔβαζε τὸ κεφάλι του κάτω ἀπὸ τὰ φτερά του, μιὰ μεγάλη σταγόνα νεροῦ ἔπεσε ἐπάνω του. «Τί παράξενο πρᾶγμα» φώναξε, «δὲν ὑπάρχει μήτε ἕνα σύννεφο στὸν οὐρανό, τὰ ἄστρα εἶναι καθαρὰ καὶ φωτεινά, καὶ μολαταῦτα βρέχει. Τὸ κλίμα στὰ βόρεια τῆς Εὐρώπης εἶναι πραγματικὰ φοβερό. Τὸ καλάμι συνήθιζε νὰ τοῦ ἀρέση ἡ βροχή, ἀλλὰ αὐτὸ ἦταν ἁπλῶς μιὰ φιλαυτία.

Κατόπιν μιὰ ἄλλη σταγόνα ἔπεσε.

«Τί χρησιμεύει ἕνα ἄγαλμα, ἐὰν δὲν μπορῆ νὰ κρατήση τὴ βροχὴ μακριά;» εἶπε. «Πρέπει νὰ ψάξω γιὰ μιὰ καλὴ καπνοδόχο» κι ἀποφάσισε νὰ πετάξη μακριά. Ἀλλὰ πρὶν νὰ ἀνοίξη τὶς φτεροῦγες του, μιὰ τρίτη σταγόνα ἔπεσε, καὶ κύτταξε πρὸς τὰ ἐπάνω καὶ εἶδε — Ἄχ τί εἶδε; Τὰ μάτια τοῦ Εὐτυχισμένου Πρίγκηπα ἦταν γεμάτα ἀπὸ δάκρυα καὶ δάκρυα ἔτρεχαν κάτω ἀπὸ τὰ χρυσά του μάγουλα. Τὸ πρόσωπό του ἦταν τόσο ὅμορφο στὸ φῶς τοῦ φεγγαριοῦ, ποὺ τὸ μικρὸ χελιδόνι ἔνιωσε οἶκτο (λύπη). «Ποιὸς εἶσαι; εἶπε. «Εἶμαι ὁ Εὐτυχισμένος Πρίγκηπας». «Γιατί κλαῖς τότε;» ρώτησε τὸ χελιδόνι, «μὲ ἔχεις κάνει μούσκεμα».

(Συνεχίζεται)

Παρατηρήσεις

Ἡ λέξη **lonely** = μοναχικός, to be alone, solitary, desolate.

He was a strange old man who was alone in that big house = αὐτὸς ἦταν ἕνας παράξενος γέρος ἄνδρας, ποὺ ἦταν μόνος του σ' ἐκεῖνο τὸ μεγάλο σπίτι.

Coquette = woman who amuses herself by making men falling in love with her.

The Reed was a coquette because she wanted to be admired by all = Ἡ καλαμιὰ ἦταν μιὰ κοκέτα, γιατὶ τῆς ἄρεζε νὰ τὴν θαυμάζουν ὅλοι.

Τὸ ρῆμα **to flirt** = to make love without serious purpose, to play at love making καὶ οὐσιαστικὸ flirt = one who flirts.

The Reed was flirting with the wind = τὸ καλάμι ἐφλέρταρε μὲ τὸν ἄνεμο.

Ἡ λέξη **curtseys** = bending of the knees, made by women as a sign of respect to somebody else.

Τὸ ρῆμα **admit** = to accept.

Domestic = one who likes the life of the house, one who is closed, attached to him or her home.

Finally = at last.

Τὸ ρῆμα **shake** = to move, to tremble, to shiver, to quake, to quiver, to vibrate.

The wind shook it and after a little it broke and fell down = ὁ ἀέρας τὸ κουνοῦσε κι ὕστερα ἀπὸ λίγο ἔσπασε κι ἔπεσε κάτω.

Ἡ λέξη **trifling** = not treating seriously, to laugh at someone.

The Reed had been trifling the swallow for a long time = τὸ καλάμι κορόϊδευε τὸ χελιδόνι γιὰ πολὺν καιρό.

Τὸ ρῆμα **put up** = to stay.

Preparation = προετοιμασία, προπαρασκευή, καὶ τὸ ρῆμα **to prepare** = προετοιμάζω, προπαρασκευάζω, To prepare = to make ready.

They all were prepared for the long journey = ὅλοι τους προετοιμάστηκαν γιὰ τὸ μεγάλο ταξίδι.

Τὸ ρῆμα **to alight** = to descend, dismount, to land, to perch.

The Swallow alighted between the golden feet of the Happy Prince = τὸ χελιδόνι προσγειώθηκε, κατέβηκε, στὰ πόδια τοῦ Εὐτυχισμένου Πρίγκηπα.

Ἡ λέξη **curious** ἔχει συνώνυμα τὰ strange, queer, unusual, odd. Καὶ ἀντίθετα incurious, uninterested.

«What a curious thing is this» the bird said «it is raining but there are not clouds on the sky» = τί παράξενο πρᾶγμα εἶναι αὐτὸ» εἶπε τὸ πουλὶ «βρέχει, ἀλλὰ δὲν ὑπάρχουν σύννεφα στὸν οὐρανό».

Ἡ ἔκφραση **what is the use of** = τί ὠφελεῖ; σέ τί μᾶς χρησιμεύει;

Τὸ ρῆμα **to determine** = to make up my mind, to think.

Pity = οἶκτος, λύπη, καὶ τὸ ρῆμα to pity = to be sorry, to feel pity for.

What a pity that I can't help him = τί κρίμα (πόσο λυπᾶμαι) ποὺ δὲν μπορῶ νὰ τὸν βοηθήσω.

Ἡ ἔκφραση **to blow up** = ἐκρύγνυμαι, to destroy by explosion, to explode.

When the torpedo struck it the ship immediately blew up = ὅταν ἡ τορπίλλη τὸ χτύπησε, τὸ πλοῖο ἀμέσως τινάχθηκε στὸν ἀέρα.

Why did the soldiers blow up all the bridges when they retreated? = γιατί οἱ στρατιῶτες ἀνατίναξαν ὅλες τὶς γέφυρες πρὶν ὑποχωρήσουν;

Ἡ ἔκφραση **to do over** = to repeat : the teacher made all of us do over our exercises because there were so many mistakes in them = ὁ καθηγητὴς μᾶς ἀνάγκασε νὰ ξανακάνουμε ὅλες τὶς ἀσκήσεις, γιατὶ ὑπῆρχαν τόσα πολλὰ λάθη σ' αὐτές.

This letter is so badly written that I think I'd better do it over = αὐτὸ τὸ γράμμα εἶναι τόσο κακογραμμένο, ποὺ νομίζω, ὅτι θὰ ἦταν καλύτερα νὰ τὸ ξαναγράψω.

Ἡ ἔκφραση **tomake good** = to succed = ἐπιτυγχάνω

He is a hardworker and I am sure that he will make good in that job = ἐργάζεται σκληρὰ κι εἶμαι βέβαιος, ὅτι θὰ τὰ καταφέρη σ' αὐτὴ τὴ δουλειά.

She has always made good in every thing she has done = πάντοτε τὰ κατάφερε σὲ κάθε τι, ποὺ ἔχει κάνει.

EXERCISE 368

Answer the following questions :

Was he alone when the other birds left?

Was he tired of his love?
What did he think she was?
With whom was the Reed flirting?
What did he ask her?
Did the Reed answer?
Where did he fly?
Where did he arrive?
When did he go to sleep?
What fell on him?
Did it look like rain?
Did another drop fell on him?
Who was crying?
What did the swallow ask the prince?

EXERCISE 369

Συμπληρῶστε τὰ κενὰ ἢ δῶστε συνώνυμα:

To be lonely is to be . . . .
A coquette is a woman who . . . .
To make flirt is to . . . .
A curtsey is . . . .
A domestic person is one who . . . .
To shake is to . . . .
To put up is to . . . .
To prepare something is to . . . .
To alight is to . . . .
Curious is . . . .
To feel pity is to . . . .
To blow up is to . . . .
To do over a work is to . . . .
To make good is to . . . .
What is the use of?
Trifling

XLVIII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 368

Yes, the swallow was alone.
At last he was tired of his love.
He thought she was a coquette.
It was flirting with the wind.
He asked her to go with him.
No, the Reed only shake her head.
He flew to Egypt.
He arrived in a city.
He went to sleep between the feet of the Happy Prince.
A large drop of water fell on him.
No, the weather was very good.
Yes, another drop fell on him.
The Happy Prince was crying.
He asked him why he was crying.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 369

To be lonely is to be solitary.
A coquette is a woman who amuses herself by making men fall in love with her.
To make flirt is to make love.
A curtsey is a bow.
A domestic person is one who likes to live at home.
To shake is to quiver.
To put up is to stay.
To prepare something is to dismount.
Curious is odd.
To feel pity is to sorry for something.

To blow up is to explode.
To do over a work is to repeat it.
To make good is to succeed.
What is the use of = What does it help?
Trifling = Not treating seriously.

VOCABULARY

sorrow	(σόροου)	= λύπη
to allow	(αλόου)	= ἐπιτρέπω
companion	(κομπάνιον)	= σύντροφος
to lead - led - led	(λιντ)	= ὁδηγῶ
lofty	(λόφτι)	= ὑψηλὸς - ἡ - ὁ
pleasure	(πλέζιουρ)	= εὐχαρίστηση
ugliness	(άγκλινες)	= ἀσχήμια
misery	(μίζερι)	= ἀθλιότητα
to weep	(γουΐπ)	= κλαίω
solid	(σόλιντ)	= συμπαγὴς
polite	(πολάϊτ)	= εὐγενὴς
remark	(ριμάρκ)	= παρατήρηση
coarse	(κόουρς)	= τραχὺς
to prick	(πρικ)	= κεντῶ
seamstress	(σίμστρες)	= κεντήτρια
gown	(γκόουν)	= φόρεμα
fever	(φίβερ)	= πυρετὸς
to fasten	(φασ' ν)	= στερεώνω
tomb	(τομπ)	= τάφος
embalmed	(εμπάλμντ)	= ταριχευόμενος
spice	(σπάϊς)	= ἄρωμα, καρύκευμα
chain	(τchέϊν)	= ἁλυσίδα
jade	(ντjέϊντ)	= λίθος
rude	(ρουντ)	= ἀγροῖκος
miller	(μίλλερ)	= μυλωνὰς
agility	(αντjίλιτι)	= ταχύτητα
disrespect	(ντισρεσπὲκτ)	= ἔλλειψη σεβασμοῦ

TEXT

THE HAPPY PRINCE

by Oscar Wilde

When I was alive and had a human heart», answered the statue, «I did not know what tears were, for I lived in the Palace, where sorrow is not allowed to enter. In the daytime I played with my companions in the garden, and in the evening I led the dance in the Great Hall. Round the garden ran a very lofty wall, but I never cared to ask what lay beyond, it, everything about me was so beautiful. People called me the Happy Prince, and happy indeed I was, if pleasure is happiness. So I lived, and so I died. And now that I am dead they have set me up here so high that I can see the ugliness and all the misery of my city, and though my heart is made of lead yet I cannot choose but weep.»

«What! is he not solid gold?» said the Swallow to himself. He was too polite to make any personal remarks out loud.

«Far away», continued the statue in a low musical voice, «far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn, and she has coarse, red hands, all pricked by the needle, for she is a seamsress. She is working on a satin gown for the loveliest of the Queen's maids-of-honour to wear at the next Court ball. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you not take her the ruby out of my sword-hilt? My feet are fastened to this place and I cannot move.»

«I am going to Egypt,» said the Swallow. «My friends are flying up and down the Nile, and talking to the large lotus flowers. Soon they will go to sleep in the tomb of the Great King. The King is there himself in his painted coffin. He is wrapped in yellow linen, and embalmed with spices. Round his neck is a chain of pale green jade, and his hands are like withered leaves.»

«Swallow, Swallow, little Swallow», said the Prince, «will you not stay with me for one night, and be my messenger? The boy is so thirsty, and the mother so sad.»

«I don't think I like boys,» answered the Swallow. «Last summer'

when I was staying on the river, there were two rude boys, the miller's sons, who were always throwing stones at me. They never hit me, of course; we swallows fly far too well for that, and besides, I come of a family famous for its agility; but, still it was a mark of disrespect.»

But the Happy Prince looked so sad that the little Swallow was sorry. «It is very cold here,» he said; «but I will stay with you for one night, and be your messenger.»

«Thank you, little Swallow,» said the Prince.

(the story continues)

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

«Ὅταν ζοῦσα κι εἶχα ἀνθρώπινη καρδιὰ» ἀπάντησε τὸ ἄγαλμα, «δὲν γνώριζα τί ἦταν τὰ δάκρυα, γιατὶ ζοῦσα μέσα στὸ παλάτι, ὅπου ἡ λύπη δὲν ἐπιτρέπεται νὰ μπῆ. Κατὰ τὴν διάρκεια τῆς ἡμέρας ἔπαιζα μὲ τοὺς συντρόφους μου μέσα στὸν κῆπο καὶ τὰ βράδυα ἄρχιζα τὸ χορὸ στὴ μεγάλη Αἴθουσα. Γύρω ἀπὸ τὸν κῆπο ὑπῆρχε ἕνας πολὺ ψηλὸς τοῖχος, ἀλλὰ ποτὲ δὲν ἐνδιαφερόμουν νὰ ρωτήσω, τί (ἔκειτο) βρισκόταν πίσω ἀπ' αὐτόν, τὰ πάντα γύρω μου ἦταν τόσο ὅμορφα. Οἱ ἄνθρωποι μὲ ὀνόμαζαν Εὐτυχισμένο Πρίγκηπα καὶ εὐτυχὴς ἤμουν πραγματικά, ἐὰν ἡ εὐχαρίστηση εἶναι εὐτυχία. Ἔτσι ἔζησα κι ἔτσι πέθανα. Καὶ τώρα, ποὺ εἶμαι πεθαμένος, μὲ ἔχουν τοποθετήσει ἐδῶ ἐπάνω τόσο ψηλά, ποὺ μπορῶ νὰ δῶ ὅλες τὶς ἀσχήμιες καὶ ὅλες τὶς ἀθλιότητες τῆς πόλης μου, καὶ ἂν καὶ ἡ καρδιά μου εἶναι καμωμένη ἀπὸ μόλυβδο, ἐν τούτοις δὲν μοῦ μένει τίποτε ἄλλο παρὰ νὰ κλάψω. »

«Τί, δὲν εἶναι ἀπὸ ατόφιο χρυσάφι;» εἶπε τὸ χελιδόνι μέσα του. Ἀλλὰ ἦταν πολὺ εὐγενὴς γιὰ νὰ κάνη προσωπικὲς παρατηρήσεις δυνατά.

«Πολὺ μακριὰ» συνέχισε ὁ πρίγκηπας μὲ μιὰ χαμηλὴ μουσικὴ φωνή, «μακριὰ σὲ ἕναν μικρὸ δρόμο ὑπάρχει ἕνα φτωχὸ σπίτι. Ἕνα ἀπὸ τὰ παράθυρα εἶναι ἀνοιχτὸ καὶ διὰ μέσου αὐτοῦ μπορῶ νὰ δῶ μιὰ γυναίκα καθισμένη κοντὰ σὲ ἕνα τραπέζι. Τὸ πρόσωπό της εἶναι λεπτὸ καὶ κουρασμένο κι αὐτὴ ἔχει τραχιὰ κόκκινα χέρια, ὅλο τρυπημένα ἀπὸ τὴ βελόνα, γιατὶ εἶναι κεντήτρια. Αὐτὴ ἐργάζεται πάνω σὲ φόρεμα ἀπὸ σατὲν γιὰ τὴν πιὸ ὅμορφη κυρία

τῶν τιμῶν τῆς Βασίλισσας, ποὺ θὰ τὸ φορέση στὸν ἑπόμενο χορὸ τῆς Αὐλῆς. Σὲ ἕνα κρεββάτι κοντὰ στὴ γωνία τοῦ δωματίου τὸ μικρό της ἀγόρι εἶναι ἄρρωστο. Ἔχει πυρετὸ καὶ ζητᾶ πορτοκάλια. Ἡ μητέρα του δὲν ἔχει τίποτε νὰ τοῦ δώση, παρὰ μόνο νερὸ ἀπὸ τὸ ποτάμι καὶ γι' αὐτὸ κλαίει. Χελιδόνι, χελιδόνι, μικρὸ χελιδόνι, θὰ ἤθελες νὰ τῆς πᾶς τὸ ρουμπίνι, ποὺ εἶναι στὴ λαβὴ τοῦ σπαθιοῦ μου; Τὰ πόδια μου εἶναι στερεωμένα σ' αὐτὴ τὴ θέση καὶ δὲν μπορῶ νὰ κουνηθῶ».

«Φεύγω γιὰ τὴν Αἴγυπτο», εἶπε τὸ χελιδόνι. «Οἱ φίλοι μου πετᾶνε πάνω στὸ Νεῖλο καὶ κουβεντιάζουν μὲ τὰ μεγάλα λουλούδια τῶν λωτῶν. Γρήγορα θὰ πᾶν νὰ κοιμηθοῦν στὸ τάφο τοῦ μεγάλου Βασιλιᾶ. Ὁ Βασιλιὰς εἶναι ὁ ἴδιος ἐκεῖ στὸ ζωγραφισμένο του φέρετρο. Εἶναι τυλιγμένος σὲ κίτρινο λινὸ καὶ μπαλσαμωμένος μὲ ἀρώματα. Γύρω ἀπὸ τὸ λαιμό του εἶναι μιὰ ἁλυσίδα ἀπὸ ὠχροπράσινη πολύτιμη πέτρα (νεφρίτη) καὶ τὰ χέρια του εἶναι σὰν μαραμένα φύλλα».

«Χελιδόνι, χελιδόνι, μικρὸ χελιδόνι,» εἶπε ὁ πρίγκηπας, «δὲν θἄθελες νὰ μείνης γιὰ μένα μιὰ νύχτα καὶ νἆσαι ὁ ἀγγελιοφόρος μου; Τὸ ἀγόρι εἶναι τόσο διψασμένο κι ἡ μητέρα του τόσο λυπημένη.

«Δὲν νομίζω, ὅτι ἀγαπῶ τ' ἀγόρια», ἀπάντησε τὸ χελιδόνι. «Τὸ περασμένο καλοκαίρι, ὅταν στεκόμουν πάνω ἀπὸ τὸ ποτάμι, ὑπῆρξαν δυὸ κακὰ (τραχιὰ) παιδιά, τὰ ἀγόρια τοῦ μυλωνᾶ, ποὺ πάντοτε μοῦ πετοῦσαν πέτρες. Ποτὲ δὲν μὲ χτύπησαν, βέβαια. Ἐμεῖς τὰ χελιδόνια πετοῦμε πολὺ γρήγορα κι ἐκτὸς αὐτοῦ κατάγομαι ἀπὸ οἰκογένεια γνωστὴ γιὰ τὴν ταχύτητά της. Ὡστόσο ὅμως εἶναι μιὰ ἔνδειξη ἀσέβειας».

Ἀλλὰ ὁ Εὐτυχισμένος Πρίγκηπας φαίνονταν τόσο λυπημένος, ὥστε τὸ μικρὸ χελιδόνι τὸν λυπήθηκε. «Κάνει πολὺ κρύο ἐδῶ, εἶπε, ἀλλὰ θὰ μείνω μαζί σου μιὰ νύχτα καὶ θἄμαι ὁ ἀγγελιοφόρος σου».

«Σ' εὐχαριστῶ, μικρὸ χελιδονάκι», εἶπε ὁ Πρίγκηπας.

(συνεχίζεται)

LETTER WRITING

BUSINESS LETTERS

II. Club Work.

Arranging lectures : We should be very grateful if you could give a talk on «Britain in the Twentieth Century» to our International Club on Saturday, 19th August. If this subject does not suit you, any

other similar topic would be very welcome. If you decide that you can give this talk, as we earnestly hope you will, you will no doubt wish to have some information about this club. It was founded a year ago to help students of many nationalities in this town to meet together, to exchange views and to hear eminent speakers like yourself talking about their own countries. We have already had several very interesting talks from distinguished visitors from various countries and look forward eagerly to the chance to benefit from your experience and wisdom. The club will, of course, pay your travelling and hotel expenses.

Announcing a lecture : Dear Member, we have been fortunate enough to obtain the services of Mr Georges Grace, a distinguished journalist from Britain, to address us on Saturday, 19th August, on «The Press in Britain Today». The lecture will be at 6 p.m., as usual, and coffee and cake will be served afterwards, so that members can have the opportunity of meeting the lecturer personally. I do hope you will be able to come. Yours sincerely, Hedwig Braun (Secretary).

Arrangements with a lecturer: It was very kind of you to agree to address us on Saturday, 19th August. The revised title of the lecture you suggest, «The Press in Britain Today», will suit us very well.

To get to Frankfurt you can take the 12.48 train from Cologne, which gets here at 16.26. I shall meet you at the station here, with the President of our Club, Dr Karl Gross. I shall wear a white hat and a pink carnation on my lapel so that you can recognize me easily. The meeting at which you will give your talk is scheduled to begin at 6 p.m., but first we shall take you to the Rhein Hotel, where we have booked you for the night, so that you can wash and unpack. Then we shall go to Convocation Hall, where the lecture is to be held. After it, we hope you will be willing to answer questions, and then we shall have coffee and cake, so that you can have an opportunity to meet some of our members individually. At 8 p.m. Dr and Mrs Gross hope that you will do them the honour of dining with them at their home.

There is a good train back to Bonn at 7.14 on Sunday, if you wish to leave in the morning; or, if you wish to see the sights first, there is a convenient one at 15.59 which gets you to Bonn at 18.45.

We all look forward very much to meeting you.

Thanks for a lecture : I am writing on behalf of all the members of our International Club to say how much we all enjoyed your excellent lecture on Saturday. We learnt a great deal about your country from it and are very grateful to you for coming to our Club and for giving us such an interesting and witty talk.

12. Lost property

Applying to a lost property office : I unfortunately forgot my umbrella in the 9.43 a.m. train from Paddington to Reading this morning. I got out at Twyford to change for Henley, and it was not until I got home that I realized I had forgotten the umbrella. It is a black nylon-covered man's umbrella in good condition, with a brown leather handle and a gold ring, on which is engraved my name, J.-L. Carstairs.

Applying to the police: This is to inform you that I lost a platinum and diamond ring worth about £ 250, probably while walking in St-James's Park this afternoon. I am sure I had the ring on at lunch today, and afterwards I went for a walk in the Park with a friend. I wore long gloves over my rings, but took the gloves off while I was in the Park. I imagine that the ring must have come off with the gloves and then fallen on the ground without my noticing it. I did not realize it had gone until I went to wash my hands before tea at my hotel. I immediately went back to the Park and retraced my steps there, but without success. I am prepared to offer a reward of £ 25 for the return of the ring.

13. Insurance

I should like to take out an insurance policy to cover my personal and household effects against fire, theft, burglary and loss. Would you please send me the necessary proposal form — I should like to insure my life. Would you please send me the necessary proposal form and details of the various kinds of policy you offer — I should like to insure my car with you. Would you please send me a proposal form and details of the kinds of cover you offer.

14. Examinations

Entry : I wish to enter for the General Certificate of Education

examination to be held here in July of this year. Would you please send me the necessary application forms and any other information I should have — Please send me the regulations for the Cambridge Certificate of Proficiency in English — Please send me a set of past papers of the Lower Certificate in English.

Asking about results : It is now nearly three months since I took the G.C.E. examination last December, and I am wondering whether the results have been announced yet. I should be grateful for any information you may have on this subject.

VOCABULARY

beak	(μπίιχ)	= ράμφος
to sculpture	(σκάλπτchoup)	= χαράσσω
passion	(παέσσιον)	= πάθος, παθητικὸς
lazy	(λέϊζι)	= τεμπέλης
lantery	(λάντερι)	= φανάρι
mast	(μαστ)	= ἱστὸς
to hang	(hανγκ)	= κρεμιέμαι, κρέμομαι
to toss	(τος)	= τινάζω
to hop	(hoπ)	= πηδῶ
thimple	(θιμπλ)	= δαχτυλίθρα
to fan	(φaεν)	= κάνω ἀέρα
forehead	(φόρhεντ)	= μέτωπο
to sink	(σινκ)	= βυθίζομαι
slumber	(σλάμπερ)	= ὕπνος
to remark	(ριμάρκ)	= παρατηρῶ
phenomenon	(φενόμενον)	= φαινόμενον
local	(λόκαλ)	= τοπικὸς - ἡ - ὸ
to quote	(κόουτ)	= ἐπιδοκιμάζω, ἀναφέρω
prospect	(προσπέκτ)	= γεγονὸς
to chirrup	(τchίραπ)	= τιτιβίζω
commision	(κομίσσιεν)	= ἀποστολὴ
to couch	(κόουτch)	= κατακλίνομαι
bulrush	(μπούλραch)	= βοῦρλο
to utter	(άτερ)	= ἐκφέρω
beryl	(μπέριλ)	= βήρυλος, πέτρα

TEXT

THE HAPPY PRINCE

by Oscar Wilde

So the Swallow picked out the great ruby from the Prince's sword, and flew away with it in his beak over the roofs of the town.

He passed by the cathedral tower, where the white marble angels were sculptured. He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover. «How wonderful the stars are», he said to her, «and how wonderful is the power of love!».

«I hope my dress will be ready in time for the State ball,» she answered; «I have ordered passion flowers to be embroidered on it; but the seamstresses are so lazy.»

He passed over the river, and saw the lanterns hanging to the masts of the ships. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman's thimble. Then he flew gently round the bed, fanning the boy's forehead with his wings. «How cool I feel!» said the boy, «I must be getting better;» and he sank into a delicious slumber.

Then the Swallow flew back to the Happy Prince, and told him what he had done. «It is curious,» he remarked, «but I feel quite warm now, although it is so cold.»

«That is because you have done a good action,» said the Prince. And the little Swallow began to think, and then he fell asleep. Thinking always made him sleepy.

When day broke he flew down to the river and had a bath. «What a remarkable phenomenon!» said the Professor of Ornithologie as he was passing over the bridge. «A swallow in winter!». And he wrote a long letter about it to the local newspaper. Everyone quoted it, it was full of so many words that they could not understand.

«To-night I go to Egypt,» said the Swallow, and he was in high spirits at the prospect. He visited all the public monuments, and sat a long time on top of the church steeple. Wherever he went the Sparrows chirruped, and said to each other, «What a distinguished stranger!» so he enjoyed himself very much.

When the moon rose he flew back to the Happy Prince. «Have you any commissions for Egypt?» he cried; «I am just starting».

«Swallow, Swallow, little Swallow», said the Prince. «will you not stay with me one night longer?»

«I am waited for in Egypt», answered the Swallow. «To-morrow my friends will fly up to the Second Cataract. The river-horse couches there among the bulrushes, and on a great granite throne sits the God Memnon. All night long he watches the stars, and when the morning star shines he utters one cry of joy, and then he is silent. At noon the yellow lions come down to the water's edge to drink. They have eyes like green beryls, and their roar is louder than the roar of the cataract.

(the story continues)

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

Ἔτσι τὸ μικρὸ χελιδόνι τρύπησε τὸ μεγάλο ρουμπίνι ἀπὸ τὸ σπαθὶ τοῦ πρίγκηπα καὶ πέταξε μακριὰ μ' αὐτὸ στὸ ράμφος του πάνω ἀπὸ τὶς στέγες τῆς πόλης.

Πέρασε ἀπὸ τὸν πύργο τοῦ καθεδρικοῦ ναοῦ, ὅπου οἱ ἄσπροι μαρμάρινοι ἄγγελοι ἦταν σκαλισμένοι. Πέρασε ἀπὸ τὸ παλάτι, κι ἄκουσε τοὺς ἤχους τοῦ χοροῦ. Ἕνα ὡραῖο κορίτσι βγῆκε στὸ μπαλκόνι μὲ τὸν ἀγαπημένο της. «Πόσο ὅμορφα εἶναι τ' ἀστέρια» τῆς εἶπε «καὶ πόσο θαυμάσια εἶναι ἡ δύναμη τῆς ἀγάπης!».

«Ἐλπίζω, ὅτι τὸ φόρεμά μου θὰ εἶναι ἕτοιμο ἐγκαίρως γιὰ τὸν κυβερνητικὸ χορὸ» ἀπάντησε αὐτή. «Ἔχω παραγγείλει παθητικὰ λουλούδια νὰ κεντηθοῦν ἐπάνω σ' αὐτό. Ἀλλὰ οἱ κεντήτριες εἶναι τόσο τεμπέλες».

Πέρασε πάνω ἀπὸ τὸ ποτάμι κι εἶδε τὰ φανάρια νὰ κρέμουνται ἐπάνω στοὺς ἱστοὺς τῶν πλοίων. Στὸ τέλος ἔφθασε στὸ φτωχὸ σπίτι καὶ κύτταξε μέσα. Τὸ ἀγόρι τινάζονταν ἀπὸ τὸν πυρετὸ στὸ κρεβάτι του κι ἡ μητέρα του εἶχε ἀποκοιμηθῆ, ἦταν τόσο κουρασμένη. Μέσα πήδηξε, καὶ ἄφησε τὸ μεγάλο ρουμπίνι ἐπάνω στὸ τραπέζι πλάϊ στὴν δακτυλήθρα τῆς γυναίκας. Κατόπιν πέταξε εὐγενικὰ πάνω ἀπὸ τὸ κρεβάτι κάνοντας ἀέρα στὸ μέτωπο τοῦ παι-

διοῦ μὲ τὰ φτερά του. «Τί δροσιὰ αἰσθάνομαι» εἶπε τὸ ἀγόρι «πρέπει νὰ εἶμαι καλύτερα» καὶ βυθίστηκε σὲ ἕναν θαυμάσιον ὕπνο.

Κατόπιν τὸ χελιδόνι πέταξε πίσω στὸν Εὐτυχισμένο Πρίγκηπα καὶ τοῦ εἶπε, τί εἶχε κάνει. «Εἶναι παράξενο» παρατήρησε «ἀλλὰ αἰσθάνομαι σχεδὸν ζέστη, ἂν καὶ κάνη κρύο».

«Εἶναι γιατὶ ἔχεις κάνει μιὰ καλὴ πράξη» εἶπε ὁ Πρίγκηπας. Καὶ τὸ μικρὸ χελιδόνι ἄρχισε νὰ σκέπτεται καὶ κατόπιν κοιμήθηκε. Ἡ σκέψη πάντοτε τοῦ ἔφερνε ὕπνο.

Ὅταν ἡ ἡμέρα (ἔσκασε) ἔφθασε, πέταξε πάνω ἀπὸ τὸ ποτάμι καὶ ἔκανε ἕνα μπάνιο. «Τί περίεργο φαινόμενο» εἶπε ὁ καθηγητὴς τῆς ὀρνιθολογίας, καθὼς περνοῦσε πάνω ἀπὸ τὴ γέφυρα. «Ἕνα χελιδόνι τὸ χειμῶνα». Καὶ ἔγραψε ἕνα μεγάλο γράμμα στὴν τοπικὴ ἐφημερίδα. Ὁ καθένας τὸ ἐπεδοκίμασε, ἦταν γεμάτο ἀπὸ τόσες πολλὲς λέξεις, ποὺ δὲν μποροῦσαν να καταλάβουν.

«Ἀπόψε πάω γιὰ τὴν Αἴγυπτο» εἶπε τὸ χελιδόνι καὶ ἦταν σὲ μεγάλα κέφια γιὰ τὸ γεγονός. Ἐπεσκέφθηκε ὅλα τὰ δημόσια κτίρια καὶ κάθησε πολλὴ ὥρα στὴν κορυφὴ τοῦ καμπαναριοῦ τῆς ἐκκλησίας. Ὅπου καὶ νὰ πήγαινε, τὰ σπουργίτια τιτίβιζαν κι ἔλεγε τὸ ἕνα στὸ ἄλλο. «Τί διακεκριμένος ξένος!» κι αὐτὸς τὸ ἀπολάμβανε πάρα πολύ. Ὅταν τὸ φεγγάρι ὑψώθηκε, πέταξε πίσω στὸν Εὐτυχισμένο Πρίγκηπα. «Ἔχεις καμιὰ δουλειὰ γιὰ τὴν Αἴγυπτο;» φώναξε «μόλις ξεκινῶ.»

«Χελιδόνι, χελιδόνι, μικρό χελιδόνι» εἶπε ὁ Πρίγκηπας «θέλεις νὰ μείνης, σὲ παρακαλῶ, μαζί μου ἀκόμη μιὰ νύχτα;»

«Μὲ περιμένουν στὴν Αἴγυπτο» ἀπάντησε τὸ χελιδόνι. «Αὔριο οἱ φίλοι μου θὰ πετάξουν πάνω ἀπὸ τὸν δεύτερο καταρράκτη. Τὰ ἄλογα τοῦ ποταμοῦ βρυχῶνται ἐκεῖ ἀνάμεσα στὰ βοῦρλα καὶ σ' ἕνα μεγάλο γρανιτένιο θρόνο κάθεται ὁ θεὸς Μέμνων. Καθ' ὅλη τὴν διάρκεια τῆς νύχτας παρακολουθεῖ τὰ ἄστρα κι ὅταν τὸ πρωϊνὸ ἄστρο λάμψη, βγάζει μιὰ κραυγὴ χαρᾶς καὶ κατόπιν εἶναι σιωπηλός. Τὸ μεσημέρι τὰ κίτρινα λιοντάρια ἔρχονται στὴν ἄκρη τοῦ νεροῦ νὰ ποτισθοῦν. Ἔχουν μάτια σὰν πράσινους βηρύλους (λίθους) καὶ ὁ βρυχηθμός τους εἶναι ἠχηρότερος ἀπὸ τὸ μούγκρισμα τοῦ καταρράκτη.

(συνεχίζεται)

Παρατηρήσεις

Τὸ ρῆμα **to pick out** ἔχει συνώνυμα τὸ select, choose, to take.

He picked out the book he wanted and left = διάλεξε τὸ βιβλίο, ποὺ ἤθελε, κι ἔφυγε.

Why don't you pick out yourself? = γιατί δὲν τὸ διάλεξες μόνος σου (ἐσὺ ὁ ἴδιος);

Τὸ ρῆμα **to sink - sank - sunk** = to submerge, to descend lower and lower, to fall in rain καὶ σὰν οὐσιαστικὸ sink = a drain sewer.

She let her hand to sink into the cold water = ἄφησε τὸ χέρι της νὰ βυθισθῆ μέσα στὸ κρύο νερό.

Ἡ λέξη **delicious** = delightful, delectable, wonderful καὶ ἀντίθετο τὸ bitter.

She said that she had never drank such a delicious coffee = εἶπε, ὅτι ποτὲ δὲν εἶχε πιῆ τέτοιον θαυμάσιο καφέ.

Ἡ λέξη **curious** ἔχει συνώνυμα τὰ strange, odd, unusual, eccentric, prying, inquisitive. Ἀντίθετα τὰ incurious, uninterested.

Τὸ ρῆμα **remark** = to observe, to note, to comment καὶ σὰν οὐσιαστικὸ remark = an observation, a notice, a comment.

Ἡ λέξη **phenomenon** = happening, event, fact.

Ἡ λέξη **ornithology** = science of the study of birds in general.

Τὸ ρῆμα **to quote** = to mark, to state, to repeat.

Ἡ λέξη **prospect** = fact, a view, act of looking forward into the future, that which is hopped for expectation. Ἀντίθετο τὸ outlook, anticipation καὶ ἔχουμε καὶ τὶς λέξεις prospective, τὸ ἐπίρρημα prospectively καὶ τὸ ἐπίθετο prospector.

Τὸ ρῆμα **to chirrup** = to make a sound like a small bird.

Ἡ λέξη **distinguished** = noted, eminent, illustrious, celebrated, famous, famed. Ἀντίθετο τὸ commonplace. Ἡ λέξη distinguished προέρχεται ἀπὸ τὸ ρῆμα distinguish. Εἶναι ἕνας τύπος τοῦ ρήματος, ποὺ παρέ-

μεινε σὰν οὐσιαστικό. Τὸ **distinguish** = to recognise by marks, signs, to see clearly, to classify, to make eminent καὶ τὸ ἐπίθετο distinguishable.

Ἡ λέξη **commission** = duty, special work, messenge.

Cataract = waterfall.

Beryl = precious stone.

Τὸ ρῆμα **to utter** = to give a cry, to speak, to pronounce, to voice.

He did not utter a word after the accident = δὲν ἐπρόφερε μήτε μία λέξη μετὰ τὸ δυστύχημα.

Edge = end.

Ἡ λέξη **roar** = shout a loud cry καὶ to roar = to bellow or to shout, to make a loud deep voice.

The roaring of the water kept him awake = ὁ θόρυβος τοῦ νεροῦ τὸν κράτησε ξύπνιο.
He was afraid when he heard the roar of the wild lions = αὐτὸς φοβήθηκε, ὅταν ἄκουσε τὸν βρυχηθμὸ τῶν ἄγριων λιονταριῶν.

Τὸ ρῆμα **shine - shone - shone** = to sparkle, to gleam, to give light, to be eminent, to cause to shine, to polish καὶ σὰν οὐσιαστικὸ **shine** = radiance = ἀκτινοβολία, luster, sheem, brilliance, sunshine.

Ἡ ἔκφραση **to break out** = συμβαίνει, γίνεται, to occur suddenly, to happen:

The newspaper says that an epidemic influenza was just broken out in London = οἱ ἐφημερίδες λένε, ὅτι μιὰ ἐπιδημία γρίπης ἔχει ξεσπάσει στὸ Λονδίνο.
He was living in France when the war broke out = αὐτὸς ζοῦσε στὴ Γαλλία, ὅταν ξέσπασε ὁ πόλεμος.

Ἡ ἔκφραση **as to** = ὡς πρός, ἐν σχέσει μὲ κάποιον ἢ κάτι, ὅσον ἀφορᾶ κάτι = concerning, with reference to.

As to money we will simply have to borrow some from Mr Smith = ἐν σχέσει (ὅσον ἀφορᾶ) τὰ χρήματα ἁπλῶς θὰ πρέπη νὰ δανεισθοῦμε μερικὰ ἀπὸ τὸν κ. Σμίθ.

He had nothing at all to say as to when he expected her to get back = δὲν εἶχε τίποτε ἄλλο νὰ πῇ ὡς πρὸς τὸ πότε τὴν περίμενε νὰ γυρίση πίσω.

Ἡ ἔκφραση **to take for granted** = to accept as true without investigation.

He spoke English so well that I took it for granted that he was an American = μιλοῦσε ἀγγλικὰ τόσο καλά, ποὺ ἔκρινα (χωρὶς νὰ ἐξετάσω), ὅτι ἦταν ἕνας Ἀμερικάνος.

She simply took it for granted that the check was good and did not ask him any questions about it = αὐτὴ ἁπλῶς δέχθηκε (χωρὶς σκέψη), ὅτι τὸ τσὲκ ἦταν καλὸ καὶ δὲν τοῦ ἔκανε καμία ἐρώτηση.

Ἡ ἔκφραση **to take clear** = to explain, to clarify.

The teacher made clear my mistakes = ὁ δάσκαλος ξεκαθάρισε τὰ λάθη μου.

You must make clear to him that he should never say that again = πρέπει νὰ τοῦ τὸ ἐξηγήσης, ὅτι δὲν θὰ πρέπη ποτὲ νὰ πῇ αὐτὸ πάλι.

Can you make it clear to me, I can't understand your plan = μπορεῖς νὰ μοῦ τὸ (ξεκαθαρίσης) ἐξηγήσης, γιατὶ δὲν μπορῶ νὰ καταλάβω τὸ σχέδιό σου.

Ἡ ἔκφραση **to come to** = συνέρχομαι, ἐπανέρχομαι στὶς αἰσθήσεις μου.

She fainted and it was at least a half an hour before she came to = αὐτὴ λιγοθύμησε καὶ χρειάσθηκε τὸ λιγότερο μισὴ ὥρα νὰ συνέλθη.

At first they thought the man was dead but soon he came to and asked a little water to drink = κατ' ἀρχὴν νόμισαν, ὅτι ὁ ἄντρας ἦταν νεκρὸς ἀλλὰ σύντομα συνῆλθε καὶ ζήτησε λίγο νερὸ νὰ πιῇ.

She came to herself and found that she was alone = συνῆλθε καὶ ἀνακάλυψε, ὅτι ἦταν μόνη της.

EXERCISE 370

Answer the following questions:

What did the Swall pick out?
Where did he pass by?
Whom did he see?
About what was the girl talking?
What did he see in the river?
Did he find the house?
What was the woman doing?
Where was the boy?
What did the Swallow do?
Was the Swallow warm when he came back?
Why did he feel like this?
Did he feel asleep?
Where did he go next day?
What did he visit?
Who saw him?
What did the professor write?
What did the other birds say?
What would his friends do in Egypt?
What kinds of animals did he mention?

EXERCISE 371

Δῶστε συνώνυμα ἢ συμπληρῶστε τὶς προτάσεις:

To pick out is to —.
To be tired is to —.
To sink is to —
Delicious
A curious thing is a —
To remark is —
To be sleepy is to —
A phenomenon is a —
A professor of Ornithology is one who —
To quote is to —

Prospect
To chirrup is to —
To be distinguished is to be —
To enjoy yourself is to —
A commission is a —
To watch the stars is to —
To shine is to —
To utter is to—
To be silent is to —
Lions are —
Beryl is a —
Cataract is a —
To roar is to —
Edge is —

II.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 370

The Swallow picked out the ruby.
He passed by the palace.
He saw a girl and her lover.
She was talking about her dress.
He saw the lanterns on the masts of the ships.
Yes, he found it.
She was sleeping.
The boy was in his bed.
He flew to the boy.
Yes, because he did a good action.
He felt like this because of his action.
Yes, because he thought for a little.
He visited the city.
He visited the river buildings.
A professor of Ornithology saw him.
He wrote a letter to a local paper.
They said he was a distinguished visitor.
They would fly over the river.
He mentioned the wild lions.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 371

To pick out is to select.
To be tired is to be exhausted.
To sink is to fall into the water.
Wonderful.
A curious thing is a strange thing.
To remark is to observe.
To be sleepy is to want to sleep.

A phenomenon is a happening.
A professor of Ornithology is one who studies about birds.
To quote is to state.
Prospect is an act of looking forward.
To chirrup is to make a sound like a small bird.
To be distinguished is to be eminent.
To enjoy yourself is to have a good time.
A commission is an errand.
To watch the stars is to look at them.
To shine is to sparkle.
To utter is to speak.
To be silent is to don't talk.
Lions are wild animals.
Beryl is a precious stone.
Cataract is a waterfall.
To roar is to cry aloud.
Edge is end.

VOCABULARY

garret	(γκάρετ)	= σοφίτα
tumbler	(ταμπλερ)	= ποτήρι
bunch	(μπαντch)	= μπουκέτο
violet	(βάϊολετ)	= βιολέτα
withered	(γουΐδερντ)	= μαραμένος -η-ο
crisp	(κρισπ)	= σγουρὸς -ὴ-ὸ
pomegranade	(πόμγκρανιντ)	= ρόδον
hunger	(hάνγκερ)	= πείνα
faint	(φέϊντ)	= ἀδέκαρος
alas	(άλας)	= ἀλλοίμονο
rare	(ρέαρ)	= μοναδικός, σπάνιος
plunk	(πλανκ)	= βγάζω
firewood	(φάϊργουντ)	= καυσόξυλα
to weep	(γουΐπ)	= κλαίω
command	(κομάντ)	= διατάζω
to darte	(νταρτ)	= ἐξακοντίζω
flutter	(φλάτερ)	= κρότος
to appreciate	(απρεσιέϊτ)	= ἐκτιμῶ

admirer	(αντμάϊρερ)	= θαυμαστής
vessel	(βέσ'λ)	= πλοῖο
to bid	(μπιντ)	= χαιρετῶ
chill	(τchιλ)	= κρύο
palm	(παλμ)	= φοινικόδενδρο
nest	(νεστ)	= φωλιά
pink	(πινκ)	= ρόζ
to coo	(κου)	= μουρμουρίζω
dove	(ντοβ)	= περιστέρι
square	(σκουέαρ)	= πλατεῖα
match	(ματch)	= σπίρτα
to spoil	(σπόϊλ)	= καταστρέφω
bare	(μπέαρ)	= γυμνός -ή-ό

TEXT

The Happy Prince

by Oscar Wilde

«Swallow, Swallow, little Swallow,» said the Prince, «far away across the city I see a young man in a garret. He is leaning over a desk covered with papers, and in a tumbler by his side there is a bunch of withered violets. His hair is brown and crisp, and his lips are red as a pomegranate, and he has large and dreamy eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. There is no fire in the garret, and hunger has made him faint.»

«I will wait with you one night longer,» said the Swallow, who really had a good heart. «Shall I take him another ruby?»

«Alas! I have no ruby now,» said the Prince : «my eyes are all that I have left. They are made of rare sapphires, which were brought out of India a thousand years ago. Pluck out one of them and take it to him. He will sell it to the jeweller, and buy firewood, and finish his play.»

«Dear Prince,» said the Swallow, «I cannot do that»; and he began to weep.

«Swallow, Swallow, little Swallow,» said the Prince, «do as I command you.»

So the Swallow plucked out the Prince's eye, and flew away to

the student's garret. It was easy enough to get in, as there was a hole in the roof. Through this he darted, and came into the room. The young man had his head buried in his hands, so he did not hear the flutter of the bird's wings, and when he looked up he found the beautiful sapphire lying on the withered violets.

«I am beginning to be appreciated,» he cried; «this is from some great admirer. Now I can finish my play», and he looked quite happy.

The next day the Swallow flew down to the harbour. He sat on the mast of a large vessel and watched the sailors. «I am going to Egypt!» cried the Swallow, but nobody minded, and when the moon rose he flew back to the Happy Prince.

«I came to bid you good-bye» he said.

«Swallow, Swallow, little Swallow,» said the Prince, «will you not stay with me one night longer?»

«It is winter,» aswered the Swallow, «and the snow will soon be here. In Egypt the sun is warm on the green palm trees, and crocodiles lie in the mud and look lazily about them. My companions are building a nest in the Temple of Baalbec, and the pink and white doves are watching them, and cooing to each other. Dear Prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away. The ruby shall be redder than a red rose, and the sapphire shall be as blue as the great sea.»

«In the square below,» said the Happy Prince, «there stands a little match-girl. She has let her matches fall in the gutter, and they are all spoiled. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings, and her little head is bare. Pluck out my other eye, and give it to her, and her father will not beat her.»

(the story continues)

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

«Χελιδόνι, χελιδόνι, μικρὸ χελιδόνι», εἶπε ὁ πρίγκηπας, «μακριὰ στὴν

πόλη βλέπω ἕναν νέο σὲ μιὰ σοφίτα. Εἶναι σκυμμένος πάνω ἀπὸ ἕνα γραφεῖο σκεπασμένο μὲ χαρτιὰ καὶ σ' ἕνα ποτήρι κοντά του ὑπάρχει ἕνα μάτσο ἀπὸ μαραμένες βιολέττες. Τὰ μαλλιά του εἶναι καστανὰ καὶ σγουρὰ καὶ τὰ χείλη του εἶναι κόκκινα σὰν ρόδο κι ἔχει μεγάλα ὀνειροπόλα μάτια. Προσπαθεῖ νὰ τελειώση ἕνα θεατρικὸ ἔργο γιὰ τὸν Διευθυντὴ τοῦ θεάτρου, ἀλλὰ κάνει πάρα πολὺ κρύο, γιὰ νὰ γράψη ἄλλο. Δὲν ὑπάρχει φωτιὰ στὴν σοφίτα κι ἡ πείνα τὸν ἔκανε ἀδύνατο.»

«Θὰ μείνω μαζί σου ἀκόμη μιὰ νύχτα» εἶπε τὸ χελοδόνι, ποὺ πραγματικὰ εἶχε καλὴ καρδιά. «Θὰ τοῦ πάω ἄλλο ἕνα ρουμπίνι;» «Κρίμα. Δὲν ἔχω ρουμπίνι τώρα», εἶπε ὁ πρίγκηπας, «τὰ μάτια μου εἶναι ὅ,τι μοῦ ἔχουν ἀπομείνει. Εἶναι καμωμένα ἀπὸ σπάνια ζαφείρια, ποὺ τὰ φέρανε ἀπὸ τὶς Ἰνδίες χίλια χρόνια πρίν. Βγάλε ἕνα ἀπὸ αὐτὰ καὶ πήγαινέ το σ' αὐτόν. Θὰ τὸ πουλήση στὸν κοσμηματοπώλη καὶ θὰ ἀγοράση καυσόξυλα καὶ θὰ τελειώση τὸ ἔργο του.»

«Ἀγαπητὲ πρίγκηπα,» εἶπε τὸ χελιδόνι «δὲν μπορῶ νὰ τὸ κάνω αὐτὸ» κι ἄρχισε νὰ κλαίη.

«Χελιδόνι, χελιδόνι, μικρὸ χελιδόνι», εἶπε ὁ πρίγκηπας, «κάνε ὅπως σὲ διατάζω». Ἔτσι τὸ χελιδόνι ἔβγαλε τὸ μάτι τοῦ πρίγκηπα καὶ πέταξε μακριὰ στὴ σοφίτα τοῦ φοιτητῆ. Ἦταν ἀρκετὰ εὔκολο νὰ μπῆ μέσα, καθὼς ὑπῆρχε μιὰ τρύπα στὴ στέγη. Ἀνάμεσα ἀπ' αὐτὴν τινάχτηκε καὶ μπῆκε μέσα στὸ δωμάτιο. Ὁ νέος εἶχε τὸ κεφάλι του κρυμμένο μέσα στὰ χέρια του, ἔτσι δὲν ἄκουσε τὸ φτερούγισμα ἀπὸ τὶς φτεροῦγες τοῦ πουλιοῦ, κι ὅταν κύτταξε ἐπάνω, βρῆκε τὸ ὄμορφο ζαφείρι νὰ εἶναι ἐπάνω στὶς μαραμένες βιολέττες. «Ἀρχίζουν νὰ μὲ ἐκτιμοῦν», φώναξε «αὐτὸ εἶναι ἀπὸ ἕναν μεγάλο θαυμαστή μου. Τώρα μπορῶ νὰ τελειώσω τὸ ἔργο μου». Καὶ φαινόταν σχεδὸν εὐτυχής.

Τὴν ἑπόμενη μέρα τὸ χελιδόνι πέταξε πάνω ἀπὸ τὸ λιμάνι. Ἐκάθησε ἐπάνω στὸν ἱστὸ ἑνὸς μεγάλου πλοίου καὶ παρατηροῦσε τοὺς ναῦτες. «Πάω στὴν Αἴγυπτο» φώναξε τὸ χελιδόνι, ἀλλὰ κανένας δὲν τοῦ ἔδωσε προσοχή. Ὅταν τὸ φεγγάρι ὑψώθηκε, πέταξε πίσω στὸν εὐτυχισμένο πρίγκηπα.

«Ἦλθα νὰ σοῦ πῶ ἀντίο» φώναξε.

«Χελιδόνι, χελιδόνι, μικρὸ χελιδόνι» εἶπε ὁ πρίγκηπας «δὲν θὰ μείνης μαζί μου μιὰ νύχτα ἀκόμη;»

«Εἶναι χειμώνας» ἀπάντησε τὸ χελιδόνι «καὶ τό χιόνι σύντομα θὰ εἶναι ἐδῶ. Στὴν Αἴγυπτο ὁ ἥλιος εἶναι ζεστὸς πάνω ἀπὸ τὰ πράσινα φοινικόδεντρα κι οἱ κροκόδειλοι ξαπλώνουν μέσα στὴ λάσπη καὶ κυττοῦν τεμπέλικα γύρω τους. Οἱ σύντροφοί μου χτίζουν μιὰ φωλιὰ στὸν ναὸ τοῦ Βάαλ καὶ τὰ κόκκινα καὶ ἄσπρα περιστέρια τοὺς παρακολουθοῦν καὶ μουρμουρίζουν τὸ ἕνα στὸ ἄλλο. Ἀγαπητὲ πρίγκηπα, πρέπει νὰ σὲ ἀφήσω, ἀλλὰ ποτὲ δὲν θὰ σὲ

ξεχάσω. Καὶ τὴν ἑπομένη ἄνοιξη θὰ σοῦ φέρω πίσω δυὸ ὡραῖα κοσμήματα στὴ θέση ἐκείνων, ποὺ ἔδωσες. Τὸ ρουμπίνι θὰ εἶναι πιὸ κόκκινο ἀπὸ κόκκινο ρόδο καὶ τὸ ζαφείρι θὰ εἶναι τόσο γαλάζιο ὅσο κι ἡ μεγάλη θάλασσα.»

«Στὴν πλατεῖα κάτω» εἶπε ὁ εὐτυχισμένος πρίγκηπας «στέκεται ἕνα μικρὸ κορίτσι, ποὺ πουλᾶ σπίρτα. Αὐτὴ ἄφησε τὰ σπίρτα της νὰ πέσουν στὸ αὐλάκι καὶ καταστράφηκαν. Ὁ πατέρας της θὰ τὴν χτυπήση, ἐὰν δὲν φέρη στὸ σπίτι λίγα χρήματα κι αὐτὴ κλαίει. Δὲν ἔχει παπούτσια ἢ κάλτσες καὶ τὸ μικρό της κεφάλι εἶναι γυμνό. Βγάλε τὸ ἄλλο μου μάτι καὶ δῶστο σ' αὐτὴν κι ὁ πατέρας της δὲν θὰ τὴν χτυπήση».

(συνεχίζεται)

Παρατηρήσεις

Ἡ λέξη **garret** = a small room under the roof of a house.

Τὸ ρῆμα **to lean** = to bend, to incline, to inline in opinion or desire.

His head was leaned but he was not sleeping; he was only crying = τὸ κεφάλι του ἦταν σκυμμένο, ἀλλὰ δὲν κοιμόταν, παρὰ μόνο ἔκλαιγε.

Ἡ λέξη **tumbler** = a drinking glass.

Ἡ λέξη **withered** = to loss color and smell. Τὸ ρῆμα **wither** = to loss or cause to lose freshness, vigor, force, to decay, to shrink, to wrinkle.

She forgot to change the water and the flowers were withered = ξάχασε νὰ ἀλλάξη τὸ νερὸ καὶ τὰ λουλούδια μαράθηκαν.

Ἡ λέξη **hunger** = to be hungry.

Faint = timid weak, dim, swoon.

Ἡ λέξη **Alas** εἶναι ἐπιφώνημα Alas = what a pity. Μπαίνει στὴν ἀρχὴ μιᾶς προτάσεως.

Ἡ λέξη **rare** = uncommon, seldom met, excellent.

Firewood = wood for the fire, to be burned.

Τὸ ρῆμα **to weep** = to cry. Weep - wept - wept = to shed water, tears, to grieve for something.

Τὸ ρῆμα **command** = διατάζω, καὶ command = διαταγή. To command = to order, to dominate, to control, to govern καὶ ἀντίθετο τὸ to comply, to obey. Τὸ command σὰν οὐσιαστικὸ ἔχει συνώνυμα: commanding, order, control.

Ἡ λέξη **flutter** = the noise the wings of a bird, when it flies.

Τὸ ρῆμα **appreciate** = to value justly, to be grateful, for to be sensitive to, to be aware of. Ἀντίθετα τὸ despise, depreciate. Καὶ appreciation = the rising in value to rive in the opinion of somebody else.

We appreciate your help very much but we cannot accept in = ἐκτιμοῦμε τὴ βοήθειά σου πάρα πολύ, ἀλλὰ δὲν μποροῦμε νὰ τὴ δεχτοῦμε.

To pay attention = to care about something or someone.

Τὸ ρῆμα **bid - bade - bidden** = to offer as a price, to express as a greeting καὶ σὰν οὐσιαστικὸ bidding = an invitation.

We went to bid him good bye but he was not there = αὐτὸς πῆγε νὰ τὸν ἀποχαιρετήση (νὰ τοῦ ἀφήση γειά), ἀλλὰ δὲν ἦταν ἐκεῖ.

Ἡ λέξη **chill** = cold
To coo = to make a soft murmuring.

Ἡ ἔκφραση **in place of** = ἀντὶ τοῦ, στὴ θέση κάποιου ἄλλου = instead of.

He promised to bring two beautiful jewels in place of there he had offered = ὑποσχέθηκε νὰ φέρη δύο ὡραῖα κοσμήματα στὴν θέση αὐτῶν, ποὺ εἶχε προσφέρει.

garret = drain, pipe.

To spoil = to destroy, to damage, to harm, to hurt, to injure.

Her matches were all spoiled because they were wet and dirty = Τὰ σπίρτα της ὅλα καταστράφηκαν, γιατὶ ἦταν βρεμένα καὶ βρώμικα.

Τὸ ρῆμα **beat** = to strike repeatedly, to blow.

῾Η λέξη **bare** = naked, exposed empty, nude, bald καὶ ἀντίθετο τὸ covered.

She walked on the streets with her bare foot = αὐτὴ περπατοῦσε στοὺς δρόμους μὲ τὰ γυμνά της πόδια.

῾Η ἔκφραση **to break down** = σπάζω, κοματιάζω, ἔχει συνώνυμα τὶς ἐκφράσεις : to stop functioning (said generally of motors and sumilar mechanical objects).

Our car broke down and they had to draw it to a garage near by = τὸ αὐτοκίνητό μας ἔσπασε (χάλασε) κι ἔπρεπε νὰ μᾶς τὸ σύρουν ὥς τὸ γκαρὰζ ἐκεῖ κοντά.
The elevator broke down and we had to walk up to the tenth floor = ὁ ἀνελκυστήρας χάλασε καὶ ἀναγκαστήκαμε νὰ περπατήσουμε ὥς τὸ δέκατο πάτωμα.

Τὸ ρῆμα **turn out** ἔχει μαζὶ μὲ τὴν πρόθεση **out** τὴν ἔννοια τοῦ ἀποτελέσματος, to result.

Although it looked like rain this morning it has turned out to be a fine day = ἂν καὶ φαίνονταν, ὅτι θὰ βρέξῃ τὸ πρωΐ, στράφηκε (γύρισε) σὲ μιὰ ἐξαιρετικὴ μέρα τώρα.
Helen has turned out to be the best student in our English class = ἡ ῾Ελένη ἀποδείχθηκε, ὅτι εἶναι ἡ καλύτερη μαθήτρια στὴν τάξη τῶν ἀγγλικῶν μας.

To become of = to happen (said of someone or something missing).

What has become of my English dictionary? = τί ἔχει γίνει (ἀπέγινε) τὸ ἀγγλικό μου λεξικό;

I wonder what has become of John recently. I haven't seen him for a week = ἀπορῶ, τί νὰ ἔγινε ὁ Τζὼν τώρα τελευταῖα. Δὲν τὸν ἔχω δῆ γιὰ μιὰ ἑβδομάδα.

Ἡ ἔκφραση **to give up** = to surrender, to renounce, to quit.

The enemy gave up without any resistance = ὁ ἐχθρὸς παραδόθηκε χωρὶς καμιὰ ἀντίσταση.

King Edward gave up his throne in order to marry the woman he loved = ὁ βασιλιὰς Ἐδουάρδος παραιτήθηκε ἀπὸ τὸ θρόνο του μὲ σκοπὸ νὰ παντρευθῇ τὴ γυναίκα, ποὺ ἀγαποῦσε.

He has tried many times to give up smoking but he can't = προσπάθησε πολλὲς φορὲς νὰ παρατήση τὸ κάπνισμα, ἀλλὰ δὲν μπόρεσε.

Ἡ ἔκφραση **to take pity** = to pity, to be sorry for somebody else, to suffer with him for the same thing ,to pain.

She finally took pity on him and lent him some money = τελικὰ τὸν λυπήθηκε καὶ τοῦ δάνεισε λίγα χρήματα.

I took pity on them when I saw how they lived and promised to help them as much as I could = τοὺς λυπήθηκα, ὅταν εἶδα, πῶς ζοῦσαν, καὶ τοὺς ὑποσχέθηκα νὰ τοὺς βοηθήσω, ὅσο μποροῦσα.

Ἡ ἔκφραση **to call for** = ἐπισκέπτομαι, to come in order to get someone or something.

He promised to call for me at seven o'clock = μοῦ ὑποσχέθηκε να μὲ ἐπισκεφθῇ στὶς 7 ἡ ὥρα.

There is a sign in the shop which says «call for and we deliver» = ὑπῆρχε μιὰ ἐπιγραφὴ στὸ κατάστημα, ποὺ ἔλεγε: «καλέστε μας καὶ θὰ σᾶς (φέρουμε) παραδώσουμε.»

EXERCISE 372

Answer the following questions:

Whom did the Prince see?
What was the young man doing?

What had he to finish?
Was he hungry?
What did the little Swallow take him?
How did he enter the room?
What was the young man doing?
What did he say?
Where did the Swallow spend his day?
Did the Prince ask him to stay another day?
Was the climate cold in Egypt?
Where were his companions?
What did he promise to bring back?
Whom did the Prince see in the square?
What was the little girl selling?
Where did she let them fall?
Was she afraid of her father?
Was she crying?
Did she have shoes and stockings?
Did she wear a hat?

EXERCISE 373

Δῶστε συνώνυμα ἢ συμπληρῶστε τὶς προτάσεις:

A lazy person is one who —
To lean is to —
To wither is to —
You feel hunger when —
A rare stone
To weep aloud
To appreciate an action
To bid good bye

L

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 372

He saw a young man in a garret.
He was trying to write a play.
He had to finish it.
He was hungry because he did not have money to buy food.
He took him one the eyes of the Prince.
He entered it through a hole.
He was having his head in his hands.
He said that this might be a present from an admirer of his.
He spent it in the harbor.
Yes, he asked him to stay another day.
No, it was not.
They were in Egypt.
He promised to bring back two jewels.
He saw a little girl.
She was selling matches.
She let them fall down.
Yes, she was afraid.
Yes, she was crying.
No, she does not have.
No, she did not.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 373

A lazy person is one who does not like to work.
To lean is to bend.
To wither is to loss freshness.
You feel hunger when you don't eat.

A rare stone is a precious stone.
To weep aloud is to cry aloud.
To value an action.
To say good bye.

VOCABULARY

blind	(μπλάϊντ)	= τυφλὸς
to swoop	(σουοὺπ)	= ἐπιπίπτω
match	(ματch)	= σπίρτο
to slip	(σλιπ)	= γλυστρῶ
palm	(παλμ)	= παλάμη
shoulder	(chόλντερ)	= ὦμος
amber	(άμπερ)	= ἤλεκτρον, κεχριμπάρι
bead	(μπιντ)	= χάντρα
ebony	(έμπονι)	= ἔβενος
snake	(σνέϊκ)	= φίδι
priest	(πριστ)	= παπὰς
to feed	(φιντ)	= τρέφω
honey	(hάνεϊ)	= μέλι
butterfly	(μπάτερφλάϊ)	= πεταλούδα
suffering	(σάφερινγκ)	= βάσανα
merry	(μέρι)	= χαρὰ
beggar	(μπέγκαρ)	= ζητιάνος
gate	(γκέϊτ)	= πύλη
lane	(λέϊν)	= δρομίσκος
to starve	(σταερβ)	= λιμοκτονῶ
listlessly	(λίστεσλι)	= νωθρὰ
watchman	(γουάτchμαν)	= φύλακας
to wander	(γουάντερ)	= περιπλανῶμαι
frost	(φροστ)	= παγωνιὰ
to glisten	(γκλίστεν)	= γιαλίζω
icecle	(άϊσκλ)	= παγοκρύσταλλος
dagger	(ντάγκερ)	= σχῆμα σπαθιοῦ
scarlet	(σκάρλετ)	= κόκκινο
to skate	(σκέϊτ)	= παγοδρομῶ

TEXT

THE HAPPY PRINCE

by Oscar Wilde

«I will stay with you one night longer,» said the Swallow, «but I cannot pluck out your eye. You would be quite blind then.»

«Swallow, Swallow, little Swallow», said the Prince, «do as I command you».

So he plucked out the Prince's eye, and darted down with it. He swooped past the match-girl, and slipped the jewel into the palm of her hand. «What a lovely bit of glass!» cried the little girl; and she ran home, laughing.

Then the Swallow came back to the Prince. «You are blind now», he said, «so I will stay with you always.»

«No, little Swallow», said the Prince, «you must go away to Egypt.»

«I will stay with you always,» said the Swallow, and he slept at the Prince's feet.

All the next day he sat on the Prince's shoulder, and told him stories of what he had seen in strange lands. He told him of the red ibises, who stand in long rows on the banks of the Nile, and catch goldfish in their beaks; of the Sphinx, who is a old as the world itself, and lives in the desert, and knows everything; of the merchants, who walk slowly by the side of their camels and carry amber beads in their hands; of the King of the Mountains of the Moon, who is as black as ebony, and worships a large crystal; of the great green snake that sleeps in a palm tree, and has twenty priests to feed it with honeycakes; and of the pygmies who sail over a big lake on large flat leaves, and are always at war with the butterflies.

«Dear little Swallow,» said the Prince, «you tell me of marvellous things, but more marvellous than anything is the suffering of men and of women. There is no Mystery so great as Misery. Fly over my city, little Swallow, and tell me what you see there.»

So the Swallow flew over the great city, and saw the rich making merry in their beautiful houses, while the beggars were sitting at the gates. He flew into dark lanes, and saw the white faces of starving children looking out listlessly at the black streets. Under the archway of a bridge two little boys were lying in one another's arms to

try and keep themselves warm. «How hungry we are!» they said. «You must not lie here», shouted the watchman, and they wandered out into the rain.

Then he flew back and told the Prince what he had seen.

«I am covered with fine gold», said the Prince, «you must take it off, leaf by leaf, and give it to my poor; the living always think that gold can make them happy.»

Leaf after leaf of the fine gold the Swallow picked off, till the Happy Prince looked quite dull and grey. Leaf after leaf of the fine gold he brought to the poor, and the children's faces grew rosier, and they laughed and played games in the street. «We have bread now!» they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver, they were so bright and glistening; long icicles like crystal daggers hung down from the eaves of the houses, everybody went about in furs, and the little boys wore scarlet caps and skated on the ice.

(The story continues)

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

«Θὰ μείνω μαζί σου ἀκόμη μιὰ νύχτα» εἶπε τὸ χελιδόνι «ἀλλὰ δὲν μπορῶ νὰ βγάλω τὸ μάτι σου, θὰ εἶσαι ἐντελῶς τυφλὸς κατόπιν.»

«Χελιδόνι, χελιδόνι, μικρὸ χελιδόνι» εἶπε ὁ πρίγκηπας, «κάνε ὅπως σὲ διατάσσω».

Ἔτσι ἔβγαλε τὸ ἄλλο μάτι τοῦ πρίγκηπα καὶ πήδησε κάτω μαζὶ μ' αὐτό. Ἔπεσε (πέρασε) μπροστὰ ἀπὸ τὸ κορίτσι μὲ τὰ σπίρτα καὶ γλύστρησε τὸ κόσμημα μέσα στὴν παλάμη τοῦ χεριοῦ της. «Τί θαυμάσιο κομάτι ἀπὸ γυαλὶ» φώναξε τὸ μικρὸ κορίτσι κι ἔτρεξε στὸ σπίτι της γελώντας. Κατόπιν τὸ χελιδόνι γύρισε στὸν πρίγκηπα. «Εἶσαι τυφλὸς τώρα κι ἔτσι θὰ μείνω μαζί σου γιὰ πάντα.»

«Ὄχι μικρὸ χελιδόνι» εἶπε ὁ φτωχός πρίγπηκας. «πρέπει νὰ φύγης στὴν Αἴγυπτο». «Θὰ μείνω παντοτινὰ μαζί σου» εἶπε τὸ χελιδόνι καὶ κοιμήθηκε στὰ πόδια τοῦ πρίγκηπα. Ὅλη τὴν ἑπόμενη μέρα κάθησε ἐπάνω

στούς ὤμους τοῦ πρίγκηπα, καὶ τοῦ ἔλεγε ἱστορίες ἀπὸ τὸ τί εἶχε δῆ σὲ ξένες χῶρες. Τοῦ εἶπε γιὰ τὰ κόκκινα πουλιά, πού στέκονται σὲ μακριὲς σειρὲς στὶς ὄχθες τοῦ Νείλου καὶ πιάνουν χρυσόψαρα μὲ τὰ ράμφη τους, γιὰ τὴν Σφίγγα, πού εἶναι τόσο ἠλικιωμένη ὅσο κι ὁ κόσμος ὁ ἴδιος, καὶ ζῆ στὴν ἔρημο, καὶ γνωρίζει τὰ πάντα. Γιὰ τοὺς ἐμπόρους πού περπατοῦν σιγὰ πλάϊ στὶς καμῆλες τους καὶ μεταφέρουν χάντρες ἀπὸ ἤλεκτρον (κεχριμπάρι) στὰ χέρια τους. Γιὰ τὸν Βασιλιὰ τῶν Βουνῶν τοῦ Φεγγαριοῦ, πού εἶναι τόσο μαῦρος ὅσο ὁ ἔβενος καὶ λατρεύει ἕνα κρύσταλλο. Γιὰ τὸ μεγάλο πράσινο φίδι, πού κοιμᾶται σ' ἕνα φοινικόδενδρο κι ἔχει εἴκοσι παπάδες νὰ τὸ θρέψουν μὲ κέϊκ ἀπὸ μέλι, καὶ γιὰ τοὺς Πυγμαίους πού ταξιδεύουν πάνω σὲ μιὰ μεγάλη λίμνη πάνω σὲ μεγάλα ἐπίπεδα φύλλα καὶ βρίσκονται πάντοτε σὲ πόλεμο μὲ τὶς πεταλοῦδες. «Ἀγαπητὸ μικρὸ χελιδόνι» εἶπε ὁ πρίγκηπας «μοῦ λὲς γιὰ θαυμάσια πράγματα ἀλλὰ πιὸ θαυμάσιο ἀπὸ κάθε τί εἶναι τὰ βάσανα τῶν ἀντρῶν καὶ γυναικῶν. Δὲν ὑπάρχει Μυστήριο τόσο μεγάλο ὅσο ἡ Μιζέρια. Πέταξε πάνω ἀπὸ τὴν πόλη μου, μικρὸ χελιδόνι, καὶ πές μου, τί βλέπεις ἐκεῖ.»

Ἔτσι τὸ χελιδόνι πέταξε πάνω ἀπὸ τὴν μεγάλη πόλη κι εἶδε τοὺς πλούσιους νὰ εἶναι χαρούμενοι στὰ ὡραῖα σπίτια τους, ἐνῶ οἱ ζητιάνοι κάθονταν στὶς εἰσόδους. Πέταξε μέσα σὲ σκοτεινοὺς δρομίσκους κι εἶδε τὰ ἄσπρα πρόσωπα ἀπὸ τὰ πεινασμένα παιδιὰ νὰ κυττάζουν νωθρὰ τοὺς μαύρους δρόμους. Κάτω ἀπὸ τὴν ἀψίδα μιᾶς γέφυρας δύο μικρὰ ἀγόρια ἦταν ξαπλωμένα τὸ ἕνα μέσα στὰ χέρια τοῦ ἄλλου προσπαθώντας νὰ ζεσταθοῦν. «Πόσο πεινασμένοι εἴμαστε!» εἶπαν. «Δὲν πρέπει νὰ ξαπλώνετε ἐδῶ,» φώναξε ὁ φύλακας καὶ αὐτὰ περιπλανήθηκαν μέσα στὴν βροχή. Κατόπιν πέταξε πίσω κι εἶπε τοῦ πρίγπηκα, τί εἶχε δῆ.

«Εἶμαι σκεπασμένος μὲ ἐξαιρετικὸ χρυσό» εἶπε ὁ πρίγκηπας. «Πρέπει νὰ τὸν βγάλης φύλλο πρὸς φύλλο καὶ νὰ τὸν δώσης στοὺς φτωχούς μου. Οἱ ζωντανοὶ πάντοτε νομίζουν, ὅτι ὁ χρυσὸς μπορεῖ νὰ τοὺς κάνη εὐτυχεῖς.»

Φύλλο πρὸς φύλλο ἀπὸ τὸ φίνο χρυσάφι ἔβγαλε τὸ χελιδόνι, ἕως ὅτου ὁ Εὐτυχισμένος Πρίγκηπας ἔμοιζε σχεδὸν ἀνιαρὸς καὶ γκρίζος. Φύλλο πρὸς φύλλο ἀπὸ τὸ θαυμάσιο χρυσάφι ἔφερνε στοὺς φτωχοὺς καὶ τὰ πρόσωπα τῶν παιδιῶν γίνονταν κόκκινα καὶ γελοῦσαν κι ἔπαιζαν παιχνίδια στοὺς δρόμους. «Ἔχουμε ψωμὶ τώρα!» φώναζαν.

Κατόπιν ἦλθε τὸ χιόνι καὶ μετὰ ἀπὸ τὸ χιόνι ἦλθε ἡ παγωνιά. Οἱ δρόμοι ἔμοιαζαν σὰν νὰ ἦταν καμωμένοι ἀπὸ ἀσήμι, ἦταν τόσο λαμπεροὶ καὶ γλιστεροί. Μεγάλοι παγοκρύσταλλοι σὲ σχῆμα σπαθιοῦ κρέμονταν κάτω ἀπὸ τὶς ἄκρες τῶν σπιτιῶν, ὁ καθένας γύριζε μὲ γοῦνες καὶ τὰ μικρὰ παιδιὰ φοροῦσαν κόκκινους σκούφους καὶ παγοδρομοῦσαν ἐπάνω στὸν πάγο.

Παρατηρήσεις

Τὸ ρῆμα **swoop** = fly down low and fast the way birds fly.

Τὸ ρῆμα **to slip** = to slide along smoothly, to slide out of one's grasp, to escape from.

A blind man is one who has not eyes, or he has eyes but he can not see.

Ibis = is a long — legged water bird.

'Η λέξη **row** = in line.

Amber = clear yellow stone liked material.

Τὸ ρῆμα **to worship** = to adore, to venerate, to pay divine honors to καὶ worship. Σὰν οὐσιαστικὸ ἔχει συνώνυμα τὰ honor, respect, reverence.

They worship an unkown God = αὐτοί ἐλάτρευαν ἕναν ἄγνωστο Θεό.

His worship for his young and pretty wife is something unusual = ἡ λατρεία του γιὰ τὴν νέα κι ὄμορφη γυναίκα εἶναι κάτι τὸ ἀσυνήθιστο.

'Η λέξη **priest** = παπάς, a cleargyman that is a person having authority to conduct religious services.

Pygmy = very small person. The Pygmies are a race of very small people in Africa.

Τὸ ρῆμα **to sail** = to travel on a sailing vessel, to pass over in a ship, Καὶ ἀπὸ τὸ sail ἔχουμε καὶ τὸ sailboat καὶ τὸ sailor = ναυτικός.

They sailed west and no one saw them again = ἔπλευσαν πρὸς δυσμὰς καὶ κανένας δὲν τοὺς εἶδε πιά.

The sailboat are all in the harbour = τὰ πλοιάρια εἶναι ὅλα μέσα στὸ λιμάνι.

Marvellous = astonishing. Προέρχεται ἡ λέξη ἀπὸ τὸ **marvel** = wonder, astonisnment.

It was a marvellous story and they all were interested to listen to him = ἦταν μιὰ θαυμάσια ἱστορία καὶ ὅλοι τους ἤθελαν νὰ ἀκούσουν αὐτόν.

Τὸ ρῆμα **to suffer** = to pain, to feel or endure pain, to endure.

To tolerate = stand, let.

Sufferer = ἕνας ποὺ ὑποφέρει, one who suffers καὶ **suffering** = τὰ βάσανα, οἱ σκοτοῦρες. Suffering = pain, misery, hardship.

They suffered a great deal in that ship because the sea was rough = αὐτοὶ ὑπέφεραν πολλὰ σ' αὐτὸ τὸ βαπόρι, γιατὶ ἡ θάλασσα ἦταν ἄγρια.
His sufferings did not have an end = τὰ βάσανά του δὲν εἶχαν τελειωμό.

Misery =distress, wretchedness καὶ ἀντίθετα τὰ felicity, καὶ blessedness.

Ἡ λέξη **merry** δὲν εἶναι καὶ πολὺ συνηθισμένη. Λέγανε the merry Englishmen = οἱ ξένοιαστοι, οἱ χαρούμενοι Ἄγγλοι. Τώρα χρησιμοποιεῖται μὲ τὴν ἔννοια διασκέδαση, χαρά, ἀλλὰ δὲν τὴν συνηθίζουν καὶ πολύ.

Merry = gay, amusing, funny. Ἀπὸ τὸ merry ἔχουμε παράγωγα, **merrily** = χαρούμενα, **merriment** = χαρά, διασκέδαση, **merrimaker** = αὐτὸς ποὺ δίνει χαρὰ καὶ **merry making** = διασκέδαση.

The rich were making merry in their comfortable houses = οἱ πλούσιοι διασκέδαζαν στὰ ἀναπαυτικὰ σπίτια τους.

Lane = small street.

Τὸ ρῆμα **to starve** = to die of hunger, to suffer from hunger καὶ starving τὸ ἐπίθετο, **starvation** = ἡ πείνα.

The Swallow saw the starving white faces of the young children = τὸ χελιδόνι εἶδε τὰ πεινασμένα ἄσπρα πρόσωπα τῶν παιδιῶν.

Listless = without interest in or desire to do anything.

Τὸ ρῆμα **to wander** = to travel or walk in a leisurely rambling course.

῾Η ἔκφραση **leaf by leaf** = φύλλον πρὸς φύλλον, ἔχει τὶς ἀνάλογες ἐκφράσεις. **Little by little** = βῆμα πρὸς βῆμα, **page by page** = σελίδα πρὸς σελίδα.

He turned all the book page by page = γύρισε ὅλο τὸ βιβλίο σελίδα πρὸς σελίδα.

Τὸ **frost**, προέρχεται ἀπὸ τὸ ρῆμα **freeze** = παγώνω, ὅπως καὶ τὸ **réfrigerator** = ἠλεκτρικὸ ψυγεῖο.

Eaves = overhanging edge of a roof.

῾Η ἔκφραση **to take into account** = λαμβάνω ὑπ' ὄψη = to take into consideration.

In judging her work you should take into account that she has been quite sick recently = κρίνοντας τὴν ἐργασία της θὰ πρέπη νὰ λάβης ὑπ' ὄψη σου, ὅτι ἦταν σχεδὸν ἄρρωστη τώρα τελευταῖα.

He never takes into account the fact that I am very busy = ποτὲ δὲν λαμβάνει ὑπ' ὄψη του τὸ γεγονός, ὅτι εἶμαι πολὺ ἀπασχολημένος.

I told him to take the whole plan into account but he did not = τοῦ εἶπα νὰ λάβη τὸ ὅλο σχέδιο ὑπ' ὄψη του, ἀλλὰ δὲν τὸ ἔλαβε.

To take a look = to look at = ρίχνω ἕνα βλέμμα.

Take a look at the hat Helen is wearing today = ρίξε μιὰ ματιὰ στὸ καπέλο, ποὺ φορᾶ ἡ ῾Ελένη σήμερα.

So he took a look at her and began to laugh = ἔτσι αὐτὸς τῆς ἔρριξε μιὰ ματιὰ κι ἄρχισε νὰ γελᾶ.

To have on = to be wearing, to put on.

How do you like the hat which Grace has on today? = τί γνώμη ἔχεις (πῶς σοῦ φαίνεται) τὸ καπέλο, ποὺ φορᾶ ἡ Γκρέϊς σήμερα;

When I went into the room he had nothing on except a pair of pyjamas = ὅταν μπῆκα μέσα στὸ δωμάτιο, δὲν φοροῦσε τίποτε παρὰ ἕνα ζευγάρι πυτζάμες.

῾Η ἔκφραση **to eat in** καὶ **to eat out** = to eat at home, to eat in a restaurant.

We ate in last night but tonight we are going to eat out = φάγαμε στὸ σπίτι χθὲς τὸ βράδυ, ἀλλὰ ἀπόψε θὰ φᾶμε ἔξω ἀπὸ τὸ σπίτι.

When do you eat out, what restaurant do you generally go to? = ὅταν τρῶτε ἔξω, σὲ ποιὸ ἑστιατόριο πηγαίνετε γενικά;

Ἡ ἔκφραση **feel like** = δὲν ἔχω ὄρεξη γιὰ κάτι, ἔχει συνώνυμα τὸ to be inclined, have the desire to = ἔχω στὸν νοῦ.

I don't feel like studying tonight = δὲν ἔχω ὄρεξη γιὰ διάβασμα ἀπόψε.

Let's go to see a good movie = ἂς πᾶμε νὰ δοῦμε ἕνα καλὸ ἔργο.

I feel like taking a long walk = ἔχω ὄρεξη νὰ πάω γιὰ ἕνα μεγάλο περίπατο.

Would you like to go with me? = θὰ σοῦ ἄρεζε νὰ ἔλθῃς μαζί μου;

EXERCISE 374

Answer the following questions:

Did the Swallow stay one night more?
To whom did he give the ruby?
Was the girl happy to get it?
What did the Swallow say he would go?
What did he start telling the Prince?
Did he tell about the Sphinx?
How old was the Sphinx?
Who was as black as ebony?
Did the Prince like to hear about it?
Where did the snake sleep?
Who were the Pygmies at war with?
To what houses did the Swallow go?
Who stood at the gates?
Who were under the bridge?
Who did throw them away?
What did the Swallow start to take off?
To whom did he give them?
Were the people happy?
Was it cold in winter?
What did people have on?

EXERCISE 375

Δῶστε συνώνυμα ἢ συμπληρῶστε τὶς ἐκφράσεις:

To swoop down is
To slip is to
A blind man is
Ibis is a
Amber is a
To worship is to
A priest is a
Pygmies are
To sail is to
To suffer is to
Misery is

LI

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 374

Yes, he stayed one night more.
He gave the ruby to the match-girl.
Yes, she was very happy to get it.
He said he would not leave the Prince.
He started telling him that he would not go to Egypt.
Yes, he told him about the Sphinx.
She was old as the world.
The King of the Mountains of the Moon was as black as ebony.
Yes, but he was interested for the suffering of the people.
It slept in a palm tree.
They were at war with the butterflies.
He went to the rich and poor houses.
The beggars stood at the gates.
Two little children were under the bridge.
The watchman trew them away.
He started to take the gold off leaf by leaf.
He gave them to the poor people.
Yes, they were very happy.
Yes, it was very cold.
They had heavy clothes on.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 375

to swoop down = to fly down upon
to slip = to slide along smoothly
blind man = one who can't see
ibis = a long legged water bird
amber = clear yellow stone

to worship = to show great honour and respect
a priest = a clergyman
Pygmies = members of a race of very small people in Africa
to sail = to travel on the water.
to suffer = to feel pain
misery = state of great unhappiness

TEXT

THE HAPPY PRINCE

by Oscar Wilde

The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He picked up crumbs outside the baker's door when the baker was not looking, and tried to keep himself warm.

But at last he knew that he was going to die. He had just enough strength to fly up to the Prince's shoulder once more. «Good-bye, dear Prince!» he murmured, «will you let me kiss your hand?»

«I am glad that you are going to Egypt at last, little Swallow,» said the Prince, «you have stayed too long here; but you must kiss me on the lips, for I love you.»

«It is not to Egypt that I am going,» said the Swallow. «I am going to the House of Death. Death is the brother of Sleep, is he not?»

And he kissed the Happy Prince on the lips, and fell down dead at his feet.

At that moment a curious crack sounded inside the statue, as if something had broken. The fact is that the leaden heart had snapped right in two. It certainly was a dreadfully hard frost.

Early the next morning the Mayor was walking in the square below in company with the Town Councillors. As they passed the column he looked up at the statue: «Dear me! how shabby the Happy Prince looks!» he said.

«How shabby, indeed!» cried the Town Councillors, who always agreed whith the Mayor; and they went up to look at it.

«The ruby has fallen out of his sword, his eyes are gone, and he is gol-

den no longer,» said the Mayor; «in fact, he is little better than a beggar!»

«Little better than a beggar», said the Town Councillors.

«And here is actually a dead bird at his feet!» continued the Mayor. «We must really issue a proclamation that birds are not to be allowed to die here.» And the Town Clerk made a note of the suggestion.

So they pulled down the statue of the Happy Prince. «As he is no longer beautiful he is no longer useful,» said the Art Professor at the University.

Then they melted the statue in a furnace, and the Mayor held a meeting of the Corporation to decide what was to be done with the metal. «We must have another statue, of course,» he said, «and it shall be a statue of myself.»

«Of myself,» said each of the Councillors, and they quarrelled. When I last heard of them they were quarrelling still.

«What a strange thing!» said the overseer of the workmen at the foundry. «This broken lead heart will not melt in the furnace. We must throw it away.» So they threw it on a dust-heap where the dead Swallow was also lying.

«Bring me the two precious things in the city,» said God to one of His Angels; and the Angel brought Him the leaden heart and the dead bird.

«You have rightly chosen,» said God, «for in my garden of Paradise this little bird shall sing for evermore, and in my city of gold the Happy Prince shall praise me.»

TRANSLATION

Ὁ Εὐτυχισμένος Πρίγκηπας

ὑπὸ Oscar Wilde

Τὸ μικρὸ φτωχὸ χελιδόνι κρύωνε περισσότερο καὶ περισσότερο, ἀλλὰ δὲν θὰ ἐγκατέλειπε τὸν Πρίγκηπα. Τὸν ἀγαποῦσε πάρα πολύ. Μάζευε μικρὰ ψίχουλα ἔξω ἀπὸ τὴν πόρτα τοῦ φούρναρη, ὅταν δὲν τὸν ἔβλεπε, καὶ προσπαθοῦσε νὰ ζεσταθῇ.

Ἀλλὰ στὸ τέλος κατάλαβε, ὅτι θὰ πέθαινε. Μόλις εἶχε ἀρκετὴ δύναμη, γιὰ νὰ πετάξῃ ἐπάνω στὸν ὦμο τοῦ Πρίγκηπα ἀκόμη μιὰ φορά. «Ἀντίο, ἀγαπητὲ Πρίγκηπα» μουρμούρισε, «θὰ μ' ἀφήσῃς νὰ φιλήσω τὸ χέρι σου;»

«Χαίρομαι πού θά πᾶς στήν Αἴγυπτο ἐπιτέλους», εἶπε ὁ Πρίγκηπας, ἔχεις μείνει πάρα πολύ ἐδῶ. 'Αλλά πρέπει νά μέ φιλήσης στά χείλη, γιατί σ' ἀγαπῶ». «Δέν πηγαίνω στήν Αἴγυπτο» εἶπε τό χελιδόνι. «Πηγαίνω στό σπίτι τοῦ Θανάτου. 'Ο Θάνατος εἶναι ὁ ἀδελφός τοῦ ὕπνου, ἔτσι δέν εἶναι;»

Καί φίλησε τόν Εὐτυχισμένο Πρίγκηπα στά χείλη κι ἔπεσε κάτω νεκρός στά πόδια του.

Αὐτή τή στιγμή ἕνας περίεργος κρότος ἀκούστηκε μέσα στό ἄγαλμα, σάν κάτι νά εἶχε σπάσει. Τό γεγονός εἶναι, ὅτι ἡ μολυβένια καρδιά εἶχε σπάσει στά δύο. Ἦταν βέβαια μιά τρομερά σκληρή παγωνιά.

Νωρίς τό ἄλλο πρωΐ ὁ δήμαρχος περπατοῦσε στήν πλατεῖα μαζί μέ τούς Δημοτικούς Συμβούλους. Μόλις πέρασαν τό στύλο, εἶδαν τό ἄγαλμα.

«'Αγαπητέ μου! Πόσο κουρελιάρης φαίνεται ὁ Εὐτυχισμένος Πρίγκηπας» εἶπε.

«Πόσο κουρελιάρης, ἀλήθεια!» εἶπαν οἱ Δημοτικοί Σύμβουλοι, πού πάντοτε συμφωνοῦσαν μέ τόν Δήμαρχο καί πῆγαν κοντά καί τόν παρατήρησαν.

«Τό ρουμπίνι ἔχει πέσει ἀπό τό σπαθί του, τά μάτια του ἔφυγαν καί δέν ὑπάρχει πιά χρυσάφι» εἶπε ὁ Δήμαρχος. «Πραγματικά, εἶναι λίγο καλύτερος ἀπό ζητιάνος.»

«Λίγο καλύτερος ἀπό ζητιάνος» εἶπαν οἱ Δημοτικοί Σύμβουλοι.

«Καί νά κι ἕνα νεκρό πουλί στά πόδια του!» συνέχισε ὁ Δήμαρχος. Πρέπει νά ἐκδώσουμε διακήρυξη (διάταγμα), σύμφωνα μέ τήν ὁποία τά πουλιά δέν θά ἐπιτρέπεται νά πεθαίνουν ἐδῶ.»

Κι ὁ ὑπάλληλος τῆς Δημαρχίας κράτησε σημείωση ἀπό τήν ὑπαγόρευση.

Ἔτσι ἔρριξαν κάτω τό ἄγαλμα τοῦ Εὐτυχισμένου Πρίγκηπα.

«'Αφοῦ δέν εἶναι πιά ὄμορφο, δέν εἶναι πιά καί χρήσιμο» εἶπε ὁ καθηγητήν τῆς Τέχνης στό Πανεπιστήμιο.

Ἔπειτα ἔλυωσαν τό ἄγαλμα σ' ἕνα καμίνι κι ὁ Δήμαρχος εἶχε μιά σύσκεψη μέ τήν Συντεχνία, γιά νά ἀποφασίσουν, τί θά ἔκαναν τό μέταλλο.

«Πρέπει νά φτιάξουμε βέβαια ἄλλο ἄγαλμα» εἶπε «καί θά πρέπη νἆναι ἕνα ἄγαλμα δικό μου».

«Δικό μου» εἶπε ὁ καθένας ἀπό τούς Δημοτικούς Συμβούλους κι ἄρχισαν νά καυγαδίζουν. Ὅταν ἄκουσα τελευταῖα γι' αὐτούς, καυγάδιζαν ἀκόμα.

«Τί παράξενο πρᾶγμα!» εἶπε ὁ ἐπόπτης τῶν ἐργατῶν τοῦ χυτηρίου. Αὐτή ἡ σπασμένη μολυβένια καρδιά δέν λέει νά λυώση μέσα στό φοῦρνο. Πρέπει νά τήν πετάξουμε πέρα.»

Ἔτσι τήν πέταξαν σ' ἕναν σκουπιδότοπο (σωρό ἀπό σκόνη), ὅπου βρίσκεται ἀκόμη τό νεκρό χελιδόνι.

«Φέρε μου τὰ δύο πιὸ πολύτιμα πράγματα μέσα στὴν πόλη,» εἶπε ὁ Θεὸς σ' ἕναν ἀπὸ τοὺς Ἀγγέλους του. Κι ὁ Ἄγγελος τοῦ ἔφερε τὴ μολυβένια καρδιὰ καὶ τὸ νεκρὸ πουλί.

«Σωστὰ διαλέξατε» εἶπε ὁ Θεός, «γιατὶ στὸν κῆπο μου στὸν Παράδεισο αὐτὸ τὸ μικρὸ πουλάκι θὰ κελαηδάη αἰώνια, καὶ στὴν πόλη μου τοῦ χρυσοῦ ὁ Εὐτυχισμένος Πρίγκηπας θὰ μὲ δοξάζη.»

LETTER WRITING

Business Letters

15. Writing to Editors

Submitting a typescript:

It is not, in fact, necessary to write a covering letter to a typescript submitted for publication in a magazine or newspaper. It is cheaper and easier to attach a sheet of paper, of the same size as the typescript and containing the following information, to the front of the typescript, and then to send the whole thing by post at **printed paper** rate (which is considerably cheaper than the full rate), marking the envelope (which should be left unsealed) AUTHOR'S TYPESCRIPT ONLY in the top left-hand corner, and enclosing a stamped, self-addressed envelope in case the editor rejects the typescript:

THE MYSTERY OF THE BLUE HANDBAG

by INA DUTT

Miss I. Dutt
25 The Mall,
Lucknow,
U.P.,
INDIA

If you wish to write a covering letter, it can take the following form:

I inclose the typescript of a short story entitled THE MYSTERY OF

THE BLUE HANDBAG, which I hope you will find suitable for publication in your paper.

If the short story or article is sent under separate cover, the letter could read: I am sending you, under separate cover, the typescript of an article entitled TRAVELLING ABROAD WITH A BABY, which I hope you will accept for publication in your paper.

Writing letters to the papers:

If you want to write a letter for publication in a newspaper or magazine, be brief, topical and interesting. There is no room in a newspaper or magazine for long discursive letters, however fine their style may be; and an editor has to sell his paper to make a living, so he cannot afford to accept things that are of no interest to his readers. Address letters to: The Editor, «The Ruritania Gazette» (or whatever the paper is called), begin Dear Sir, and end Yours faithfully,

16. Estimates

Asking for an estimate:

I should like to have the outside of my house repainted. Could you please send someone to have a look at it and then submit estimates for the work — I want to have curtains made for my new house. Would you please measure the house for them and then let me have an estimate of cost, inclusive of materials and labour — Please let me have estimates for installing central heating in my house for all rooms. I would like separate estimates for the different kinds of fuel, with average running costs for each per year.

Accepting estimates:

Thank you for your estimates for painting the outside of my house. I prefer your Plan B, with off-white paint for the woodwork. Please go ahead with it. I enclose the deposit of £ 15 payable with the order — Your estimate for providing curtains for my house in accordance with the samples you attach is acceptable to me. Please put the work in hand as soon as you can — Of the various methods of heating my house which

you estimate for, I prefer the oil-fired one. Please treat this as an acceptance of the estimate for that type of heating. I shall be ready for you to start work next Monday.

Rejecting estimates:

I regret that I am unable to accept your estimate for repainting the outside of my house because I find it too high — I do not like any of the samples of curtain materials you submitted with your estimate for supplying my house with new curtains. I am therefore unable to accept the estimate — The average running costs per year for all the types of central heating you estimated for are beyond my budget. I therefore regret that I have to give the idea up — Thank you for your estimate for digging a well in my garden. I have given the contract to the lowest bidder, which was not your firm.

Asking for lists and catalogues:

Would you please send me a list of books on crystallography that you have in stock or could obtain for me — Please let me have your catalogue — Please let me have details of the cars you have for sale, with lists of optional extras available with each.

Asking for information about goods:

I should like further details of the Roto wower which you advertise.

Advertising things for sale:

1957 B.S.A. motor-bicycle in good condition. £ 70 or near offer.— 5 Lothbury Crescent, Digswell (evening only) — Singer electric sewing machine, as new, £ 21. Will accept deferred payment.— Brown, 303 High Street, Reading.

Answering advertisements for things for sale:

I am interested in the mink coat you advertised in «The Times». When and where can I see it?

Ordering from a shop by letter:

Please send me a dozen of the men's handkerchiefs which you advertised in the «Wallington Gazette» this week. I enclose a postal order for £ 2. 8. od. in payment — Please send me the following goods from your current catalogue, C.O.D. (cash or delivery):

6 Everest sheets (size 80″ × 100″) in white
6 pillow-cases to match
3 «Celairic» blankets (80″ × 100″), preferably in blue, but, if this is not available, in lilac
4 «Fleecebairn» towels, in assorted colours.

I should like to order some good quality cups and saucers in bone china. Could you please let me have details of the types you have, preferably with illustrations — Please send me a case of Gordon's Dry Gin, charging it to my account with you — Please send me 6 Aertex shirts, collar size 15.

Sending things that someone has bought:

I enclose the Greek stamps you ordered from me in reply to my advertisement. Would you please send me the £ 1. 5s. od. for them.

Paying bills:

It is possible simply to return the bill with a cheque, postal order or cash. Alternatively, one can return the bill and the payment with a letter along the following lines: I enclose your invoice No 7354 of 21st June and my cheque for £ 5. os. 6d. in settlement.

Refusing to pay bills:

I am returning your invoice No 7354 of 21st June to you herewith, as I have already settled it by my cheque No 67583 dated 25th May, 1961 — I have already settled your invoice No 7354 of 21st June. I paid in cash and have your receipt for the amount I paid — I am returning your bill No 7354 of 21st June herewith. It must have been sent to me in error as I have never purchased an electric kettle from you.

Acknowledging receipt of goods ordered:

The goods I ordered in my letter of 5th March 1961 have now arrived in good order.

Enquiring about goods not received:

I have not yet received the goods I ordered from you in my letter of 14th February, 1961, and am wondering what has happened to them. Could you please let me know?

Goods on approval

Ordering goods on approval:

Please send me one of your electric razors on approval. I am aware that, if I do not return it to you within a week of receiving it, I have to pay for it.

Buying goods obtained on approval:

I have now decided to keep the electric razor you sent me on approval. I enclose the sum of £ 5. 5s. od. in payment.

Returning goods obtained on approval:

I regret that the electric razor I obtained from you on approval does not suit me. I am returning it herewith.

Remark

Goods on approval are sent without payment. If the customer decides to keep them after trying them out, he sends the money to the firm that supplied them. If, however, he does not want them after a trial, he can send them back within a specified time without any payment.

Asking about deferred terms for buying things:

I want to order a television set and to pay for it by instalments. Could you please let me know what facilities of this kind you offer.

Complaints:

I ordered 6 Everest sheets, size 80″ × 100″, from you last week, but when they arrived, I discovered that one pair were 70″ × 100″. I am returning these to you herewith for replacement by ones of the right size — I bought an electric coffee percolator from your shop this morning, but when I plugged it in to make coffee after dinner, there was a strong smell of burning rubber and then a flash which short-circuited all the lights in the house. As I shall not be coming up to London again for some time, please let me know as soon as possible what you propose to do about this.

Money by post

Sending money:

I enclose my cheque for £ 5 in payment for the goods — I enclose a post-order for £ 5 in settlement of your bill — I enclose £5 in bank-notes — I enclose an international money order for the equivalent of £ 5.

Acknowledging receipt of money:

Thank you for your postal order for £ 5. I enclose my official receipt for this amount:

EXERCISE 376

Δῶστε συνώνυμα τῶν παρακάτω φράσεων ἢ συμπληρῶστε τις:

In place of
To spoil something
To beat is to
Bare
To break down
She turned out to be beautiful
You become of

To give up something
To take pity on someone
To come to
To call for
A mast is a
With a thimble
To faint is to

EXERCISE 377

Answer the following questions:

What did the Swallow eat?
Where did he take the food?
Did he understand his end?
What did he tell the Prince?
Where would he go?
What was heard after his death?
Was it because of the frost that the statue broke?
Who saw it?
What did the Mayor tell the statue look like?
What did he say about birds?
Did the Mayor held a meeting?
What did they talk about?
Whose statue would they put there?
Did they melt the leaden heart?
Where did they put it.
What did God ask one of his Angels?
What did the Angel bring him?
Where would the bird sing?
Where would he put the Prince?
What would the Prince do there?

EXERCISE 378

Μετατρέψτε τὴ σύνταξη τῶν παρακάτω φράσεων ἀπὸ ἐνεργητικὴ σὲ παθητική:

Example: Shakespeare wrote many plays between 1589 and 1613.

Many plays were written by Shakespeare between 1589 and 1613.

Columbus discovered America in 1492.

The United States bought Alaska about one hundred years ago.

Americans celebrate Independence on the Fourth of July.

Many people send greeting cards at holiday time.

Most people receive gifts on their birthdays.

Americans have eaten turkey on Thanksgiving Day since the nation was young.

During my childhood my mother usually cooked our turkey early in the morning.

Most families eat special kinds of pie at Thanksgiving time.

It is the day before Christmas now, and many fathers are buying Christmas trees for their families.

Soon, excited children will hang pretty balls and other ornaments on the Christmas tree.

LII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 376

Instead of
To destroy something.
To beat is to strike.
Nake.
To stop functioning.
She came to be beautiful, the result was that she is beautiful.
To happen to.
To surrender.
To pity.
To revive.
To come in order.
A mast is part of a ship.
With a thimble we sew.
To faint is to swoove.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 377

He take crumbs from the baker's shop.
From the baker's shop when he was not looking.
Yes, he understood it.
He went and told him good bye.
He would go to the House of Death.
A curious crack was heard.
Yes, it was because of the dreadful frost.
The Mayor and the Councillors saw it.
He said it looked a little better than a beggar.
That they were not allowed to die there.

Yes, he held a meeting.
They talked about whose statue they would have.
They were quarrelling about it.
Yes, they melted it.
They put it into a furnace.
God asked one of his Angels to bring him two of the most precious things in the city.
He brought him the leaden heart and the dead bird.
The bird would sing in Paradise.
He would put the Prince in the city of gold.
He would praise God.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 378

America was discovered by Columbus in 1492.
Alaska was bought by the United States about one hundred years ago.
Independence is celebrated by Americans on the fourth of July.
Greeting cars are sent at holiday time.
Gifts are received by most people on their birthdays.
Turkey has eaten by Americans on Thanksgiving Day since the nation was young.
During my childhood our turkey was usually cooked by my mother early in the morning.
Special kinds of pie are eaten by most families at Thanksgiving time.
It is the day before Christmas now, and Christmas trees are being bought by many fathers for their families.
Soon, pretty balls and other ornaments will be hung on the Christmas tree by excited children.

TEXT

Woodrow Wilson (1856-1924)

Americans of Foreign Birth

Woodrow Wilson was president **of the** United States from

1913 to 1921. Father of the League of Nations, Wilson was ahead of his time in recognizing the necessity of a strong world organization to preserve peace. The following selection is an address which Wilson delivered to a group of new citizens in 1915.

You have just taken an oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God — certainly not of allegiance to those who temporarily represent this great Government. You have taken an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race.

You have said,«We are going to America not only to earn a living, not only to seek the things which it was more difficult to obtain where we were born, but to help forward the great entreprises of the human spirit.» And while you bring all countries with you, you come with a purpose of leaving all other countries behind you — bringing what is best of their spirit, but not looking over your shoulders and seeking to perpetuate what you intend to leave behind in them.

I certainly would not be one even to suggest that a man cease to love the home of his birth and the nation of his origin — these things are very sacred and ought not to be put out of our hearts — but it is one thing to love the place where you were born and it is another thing to dedicate yourself to the place to which you go. You cannot dedicate yourself to America unless you become in every respect and with every purpose of your will thorough Americans. You cannot become thorough Americans if you think of yourselves in groups. America does not consist of groups. A man who thinks of himself as belonging to a particular national group in America has not yet become an American.

My urgent advice to you would be, not only always to think first of America, but always, also, to think first of humanity. You do not love humanity if you seek to divide humanity into jealous camps. Humanity can be welded together only by love, by sympathy, by justice, not by jealousy and hatred.

We came to America, either ourselves or in the persons of our ancestors, to better the ideals of men, to make them see finer things than they had seen before, to get rid of the things that divide and to make sure of the things that unite. It was but a historical accident, no doubt, that this great country was called the «United States»: yet I am very thankful that it has that word «United» in its title, and the man who seeks to

divide man from man, group from group, interest from interest in this great Union is striking at its very heart.

You dreamed dreams of what America was to be, and I hope you brought the dreams with you. No man that does not see visions will ever realize any high hope or undertake any high entreprise. Just because you brought dreams with you, America is more likely to realize dreams such as you brought. You are enriching us if you came expecting us to be better than we are.

ΓΟΥΝΤΡΩ ΟΥΙΛΣΟΝ (1856-1924)

Ἀμερικανοὶ ξένης προελεύσεως

Ὁ Γούντρω Οὐΐλσον, πρόεδρος τῶν Η.Π.Α. ἀπὸ τὸ 1913 ὥς τὸ 1921, ὑπῆρξεν ὁ πατέρας τῆς Κοινωνίας τῶν Ἐθνῶν, καὶ πρῶτος γιὰ τὴν ἐποχή του ἀναγνώρισε τὴν ἀνάγκη ὑπάρξεως ἑνὸς ἰσχυροῦ παγκοσμίου ὀργανισμοῦ γιὰ τὴν διατήρηση τῆς εἰρήνης. Τὸ παρακάτω ἀπόσπασμα εἶναι ἀπὸ τὸ λόγο, ποὺ ἐξεφώνησε ὁ Οὐΐλσον σὲ ὁμάδα νέων πολιτῶν τὸ 1915.

Μόλις ἐδώσατε τὸν ὅρκο πίστεως πρὸς τὶς Η.Π.Α. Πίστεως πρὸς ποιόν; Πρὸς κανένα, ἐκτὸς ἐὰν πρὸς τὸν Θεὸν — ἀσφαλῶς ὄχι πρὸς ἐκείνους ποὺ προσωρινὰ ἐκπροσωποῦν τὴν μεγάλη αὐτὴ κυβέρνηση. Ἐδώσατε ὅρκον πίστεως πρὸς ἕνα μεγάλο ἰδεῶδες, πρὸς ἕνα μεγάλο σύνολο ἀρχῶν πρὸς τὴν μεγάλην ἐλπίδα τῆς ἀνθρωπίνης φυλῆς.

Εἴπατε «Πηγαίνουμε στὴν Ἀμερικὴ ὄχι μόνον γιὰ νὰ κερδίσουμε τὴ ζωή μας, ὄχι μόνο γιὰ νὰ ἀναζητήσουμε αὐτὰ ποὺ εἶναι δύσκολο νὰ ἀποκτήσουμε ἐκεῖ ποὺ γεννηθήκαμε, ἀλλὰ καὶ γιὰ νὰ συμβάλουμε στὴν προώθηση τῶν μεγάλων ἐπιχειρήσεων (ἐγχειρημάτων) τοῦ ἀνθρωπίνου πνεύματος». Καὶ ἐνῶ προέρχεσθε ἀπὸ ὅλες τὶς χῶρες τοῦ κόσμου, ἔρχεσθε μὲ τὸ σκοπὸ νὰ ἀφήσετε ὅλες αὐτὲς τὶς χῶρες πίσω σας — φέρνοντας ὅ,τι καλύτερο ἀπὸ τὸ πνεῦμα τους, χωρὶς νὰ κυττάζετε πίσω σας καὶ χωρὶς νὰ ἐπιδιώκετε νὰ διαιωνίσετε τὰ ὅσα θέλετε νὰ ἀφήσετε πίσω σας σ' αὐτές. Ἀσφαλῶς δὲν θὰ ἤμουν ἐκεῖνος, ποὺ θὰ συνεβούλευε τοὺς ἀνθρώπους νὰ παύσουν νὰ ἀγαποῦν τὴν γενέτειρά τους χώρα καὶ τὸ ἔθνος τῆς καταγωγῆς τους — αὐτὰ εἶναι πολὺ ἱερὰ καὶ δὲν πρέπη νὰ βγοῦν ἀπὸ τὶς καρδιές μας — ἀλλὰ ἄλλο πρᾶγμα εἶναι νὰ ἀγαπᾶτε τὸν τόπο, ὅπου γεννηθήκατε, κι ἄλλο νὰ ἀφιερώσετε τὸν ἑαυτό σας στὸν τόπο, ὅπου πηγαίνετε. Δὲν μπορεῖτε νὰ ἀφιερώσετε τὸν ἑαυτό σας στὴν

'Αμερική, ἐὰν δὲν γίνετε ἀπό κάθε ἀπόψη καὶ μὲ τὴν πλήρη θέλησή σας ὁλότελα 'Αμερικανοί, καὶ δὲν μπορεῖτε νὰ γίνετε τέλειοι 'Αμερικανοί, ἐὰν θεωρῆτε τοὺς ἑαυτούς σας ὡς ἀνήκοντας σὲ ὁμάδες. 'Η 'Αμερικὴ δὲν ἀποτελεῖται ἀπὸ ὁμάδες. 'Ο ἄνθρωπος, ποὺ πιστεύει, ὅτι ἀνήκει σὲ μιὰ συγκεκριμένη ἐθνικὴ ὁμάδα ἐντὸς τῆς 'Αμερικῆς δὲν ἔχει γίνει ἀκόμη τέλειος 'Αμερικανός.

'Η πρώτιστη συμβουλή μου εἶναι ὄχι μόνο νὰ σκέπτεσθε πάντοτε πρῶτα τὴν 'Αμερικὴ ἀλλὰ ἐπίσης πάντοτε νὰ σκέπτεσθε πρῶτα τὴν ἀνθρωπότητα. 'Εὰν ἐπιδιώκετε νὰ διαιρέσετε τὴν ἀνθρωπότητα σὲ ζηλόφθονα στρατόπεδα, τότε δὲν ἀγαπᾶτε τὴν ἀνθρωπότητα. 'Η ἀνθρωπότητα σφυρηλατεῖται μόνον μὲ τὴν ἀγάπη τῆς συμπάθειας καὶ τῆς δικαιοσύνης κι ὄχι μὲ τὸν φθόνο καὶ τὸ μίσος.

'Εμεῖς ἤλθαμε στὴν 'Αμερική, οἱ ἴδιοι ἢ στὸ πρόσωπο τῶν προγόνων μας, γιὰ νὰ βελτιώσουμε τὰ ἰδεώδη τῶν ἀνθρώπων νὰ τοὺς κάνουμε νὰ ἰδοῦν πράγματα καλύτερα ἀπὸ ὅσα εἶχαν ἰδῆ, νὰ ἀπαλλαγοῦν ἀπὸ ἐκεῖνα ποὺ προπροκαλοῦν διχασμοὺς καὶ νὰ διασφαλίσουν τὰ ὅσα ἐπιτυγχάνουν τὴν ἕνωση. 'Αναμφιβόλως, δὲν ἦταν παρὰ ἱστορικὴ σύμπτωση τὸ ὅτι ἡ μεγάλη αὐτὴ χώρα ὀνομάσθηκε «'Ηνωμένες Πολιτεῖες». Καὶ ὅμως εἶμαι εὐγνώμων, γιατὶ ἔχει τὴ λέξη «'Ηνωμένες» στὸ ὄνομά της, καὶ πιστεύω ὅτι ὅποιος προσπαθεῖ νὰ χωρίση τὸν ἕναν ἄνθρωπο ἀπὸ τὸν ἄλλον καὶ τὴν μιὰ ὁμάδα ἀπὸ τὴν ἄλλη τὸ ἕνα συμφέρον ἀπὸ τὸ ἄλλο, μέσα σ' αὐτὴ τὴ μεγάλη Ἕνωση καταφέρει πλήγματα στὴν ἴδια τὴν καρδιά της.

Κάνατε ὄνειρα γιὰ τὴν 'Αμερικὴ κι ἐλπίζω, ὅτι τὰ ὄνειρα αὐτὰ τὰ φέρατε μαζί σας, γιατὶ ὁ ἄνθρωπος ποὺ δὲν ἔχει ἐνοράσεις δὲν μπορεῖ ποτὲ νὰ πραγματοποιήση τὶς μεγάλες ἐλπίδες ἢ νὰ ἀναλάβη ὁποιανδήποτε μεγάλη ἐπιχείρηση. 'Επειδὴ λοιπόν, φέρατε αὐτὰ τὰ ὄνειρα μαζί σας, ἡ 'Αμερικὴ θὰ μπορέση καλύτερα νὰ πραγματοποιήση ὄνειρα σὰν αὐτὰ ποὺ φέρατε. Μᾶς πλουτίζετε, ἐὰν ἤλθατε μὲ τὴν προσδοκία νὰ μᾶς βρῆτε καλύτερους ἀπ' ὅ,τι εἴμαστε.

EXERCISE 379

Drill Questions

Answer the following questions with complete sentences:

Whom was Wilson addressing?

What had these citizens just done?
To what had they taken this oath of allegiance?
Why do many people come to America?
What do they bring with them?
What do they not do?
What would Wilson not suggest?
They cannot become thorough Americans if they do what?
Who has not yet become an American?
What did Wilson advise the new citizens to think of first?
What can weld humanity together?
Why did Americans come to America?
What was an historical accident?
For what was Wilson thankful?
What will a man who does not see visions never do?
Why is America more likely to realize dreams?
New citizens are enriching the United States if they come expecting what?

EXERCISE 380

VOCABULARY PRACTICE

The words and phrases listed below are from the reading selection. Insert them in the black spaces in the sentences which follow. Then use them in sentences of your own. Be careful to use the correct verb forms.

principles	visions	make sure
sacred	undertake	get rid of
urgent	respect (noun)	consist of
better	ancestors	think of

I can't — this cold.
Mr Harris is a fine man in every —
We are not yet ready to — such a large project.
He read the article again to — that he understood it.
A church is a — place.
The United States — people from every part of the world.
George's — came from Greece.

Wilson had — of a world organization that would insure peace.
Such an organization was to be founded on democratic —
He believed that peace was the most — question then facing the world.
He told the new citizens to — the welfare of all humanity.
The United Nations is working to — the health of the world's children

EXERCISE 381

Questions for Discussion and Writing

1. What does Wilson mean by «great enterprises of the human spirit»? What enterprises do you think he might have had in mind?
2. What does Wilson say to indicate that he put humanity before nationality, and that he saw dangers in too much nationalism? How do his remarks apply to today's world?
3. What advice would you give to a new citizen of your country?

LIII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 397

Drill Questions

Wilson was addressing a group of new citizens.

These new citizens had just taken an oath of allegiance.

They had taken this oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race.

Many people come to America to earn a living, to seek things which it was more difficult to obtain where they mere born, and to help forward the great enterprises of human spirit.

They bring all countries — what is best of their spirit.

They do not bring what they intend to leave behind.

Wilson would not suggest that a man cease to love the home of his birth and the nation of his origin.

They cannot become thorough Americans if they think themselves in groups.

A man who thinks of himself as belonging to a particular national group in America has not yet become an American.

Wilson advised the new citizens to think first of humanity and America.

Love, sympathy and justice can weld humanity together.

Americans came to America to better the ideals of men, to make them see finer things than they had seen before, to get rid of the things that divide and to make sure of the things that unite.

The fact that this country was called the «United States» was a historical accident.

Wilson was thankful for the fact that it had the word «United» in its title.

A man who does not see visions will never realize any high hope or undertake any high enterprise.

America is more likely to realize dreams because it is a growing country and people who come to live in America have brought dreams with them.

New citizens are enriching the United States if they come expecting Americans to be better than they are.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 380

VOCABULARY PRACTICE

I can't get rid of this cold.
Mr Harris is a fine man in every respect.
We are not yet ready to undertake such a large project.
He read the article again to make sure that he understood it.
A church is a sacred place.
The United States consist of people from every part of the world.
George's ancestors came from Greece.
Wilson had visions of a world organization that would insure peace.
Such an organization was to be founded on democractic principles.
He believed that peace was the most urgent question then facing the world.
He told the new citizens to think of the welfare of all humanity.
The United Nations is working to better the health of the world's children.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 381

Questions for Discussion and Mriting

1. The great enterprises of the human spirit that Wilson might have had in mind are peace, love, prosperity, equality, brotherhood and progress.
2. Wilson said that the welfare of humanity must be first thought of and that people should not think of themselves as belonging in groups. Dividing humanity in jealous camps is dangerous for humanity as it has been shown by the various wars.

3. I would advise a new citizen of my country not to think of himself as belonging to a particular national group but to the whole country.

LETTER WRITING

Telegrams

In preparing a telegram, one has to keep two needs in mind: on the the one hand, one must use as few words as possible, in order to save money; but on the other hand, the telegram must be clear enough to be understood by the person who receives it, otherwise it is a waste of money. It is a good thing, where possible, to show the finished telegram to someone who knows nothing about it, to see whether he understands what you have said and whether it means the same to him as it does to you.

1. Announcements.

Success in examinations:

John passed examination — Passed examination second class.

Success in obtaining jobs:

Successful in job application.

Illness:

Mother seriously ill — Mother in hospital pneumonia — Mother desperately ill come immediately.

Deaths:

Mary dead funeral here twentieth.

2. Good Wishes

For an examination:

Good luck in your examination.

For an interview for a job:

Good luck in your interview.

For a game or match:

Good luck in your match.

To someone in hospital:

Best wishes for speedy recovery.

For an engagement or marriage:

Best wishes for a long and happy married life to you both.

3. Congratulations.

On success in an examination:

Hearty congratulations on your examination success.

On success in obtaining a job:

Hearty congratulations on your new job.

On success in a match or game:

Well played dragons.

On an engagement:

Hearty congratulations on your engagement and best wishes to you both.

On a marriage:

Hearty congratulations on your marriage and best wishes to you both.

4. Condolences on a death.

Heartfelt condolences in your great loss.

5. Greetings

For a birthday:

Many happy returns of the day — Many happy returns of your birthday.

For a wedding anniversary:

Many happy returns of hour wedding anniversary.

For Christmas and the New Year:

A merry Christmas and a happy New Year to you.

6. Cancelling a booking and promising a letter of explanation.

Regret must cancel booking for tonight letter follows.

7. Announcing a delay.

Delayed by weather now expecting arrive Thursday evening all is well.

8. Announcing time of arrival.

Arriving by 11.59 train please meet.

TEXT

MARIE CURIE AND THE DISCOVERY OF RADIUM

Madame Curie was born in Warsaw on 7 November 1867 Her father was a teacher of science and mathematics in a school in the town, and from him little Marya Sklodovska — which was her Polish name — learned her first lessons in science. Marya's ambition was to study at the Sorbonne in Paris, and after many years of waiting she finally left her native land in 1891.

Part 1

Once in Paris Marya began a course of hard study and simple living. She determined to work for two Master's degrees — one in Physics, the other in Mathematics. Thus she had to work twice as hard as the ordinary student. Yet she had scarcely enough money to live on, and soon her strength was sapped through lack of proper food and warmth. She lived in a bare attic in the poorest quarter of Paris. Night after night, after her hard day's work at the University, she would climb to her poorly furnished room and work at her books steadily for hours. Her meals were poor and scanty, sometimes no more than a bag of cherries, which she ate as she studied. Though she was often weak and ill under this hard mode of life, she worked in this way for four years. She had chosen her course and nothing could turn her from it.

Among the many scientists Marya met and worked with in Paris was one Pierre Curie. Pierre Curie, born in 1859 in Paris, was the son of a doctor, and from infancy he had been fascinated by science. At sixteen he was a Bachelor of Science, and he took his Master's degree in Physics when he was eighteen. When he met Marya Sklodovska he was thirty-five years old and was famous throughout Europe for his discoveries in

magnetism. But in spite of the honour he had brought to France by his discoveries, the French Government could only spare him a very meagre salary as a reward, and the University of Paris refused him a laboratory of his own for his researches.

Pierre Curie and Marya Sklodovska, both of whom loved science more than anything else, very soon became the closest of friends. They worked together constantly and discussed the many problems of their researches. After little more than a year they fell in love with each other, and in 1895 Marya Sklodovska became Mme Curie. Theirs was not only to be a very happy marriage but also one of the greatest scientific partnerships.

By this time Mme Curie had obtained her Master's degree in Physics and Mathematics, and was busy with researches on steel. She now wished to obtain a Doctor's degree. For this it was necessary to offer to the examiners a special study, called a thesis, which would add to the world's scientific knowledge.

NOTES

ambition = a strong wish or desire to do something.

the Sorbonne = This is the name of the University of Paris.

her native land = the land where she was born.

once in Paris = as soon as she arrived in Paris.

she determined = she decided; she made up her mind.

two Master's degrees = In most British universities a Master's degree (M.A., M.Sc., etc) is the second degree. The first is usually the Bachelor's degree : B.A. (Bachelor of Arts), B.Sc. (Bachelor of Science), etc. In Scotland, however, the Master's degree is the first degree.

sapped = weakened; reduced.

through lack of proper food and warmth = because she did not have the right kind of food or the necessary amount of warmth.

attic = room at the top of a house, just under the roof.

quarter	= district; part
steadily	= without stopping; without interruption
for hours	= this means **for many hours**.
scanty	= small in amount
under	= as a result of
mode of life	= way of living
her course	= the path that she intended to follow in her life
one Pierre Curie	= a person named Pierre Curie
fascinated by	= greatly interested in
at sixteen	= at the age of sixteen
took	= obtained
throughout	= in all parts of; everywhere in
in spite of the honour he had brought to France	= although he had brought (great) honour to France.
spare him	= find for him; allow him
meagre	= miserably small
a laboratory of his own	= a private laboratory; a laboratory for his own use
his researches	= his work; his attempts to discover new scientific facts (This word is more often used as an uncountable noun. Here, for example, we might say: «... for his research)
the closest of friends	= very close friend
Mme	= Madame, the French word for Mrs.
theirs	= their marriage
was to (be)	= We use this construction when we know that the statement is true, because the thing has already happened. We know that (i) in 1895 Marie and Pierre were married, and (ii) after that time their marriage was a happy one. If we were speaking in 1895 we would say: «We think that theirs will be a very happy marriage». Speaking today, and thinking of the newly-married couple in the year 1895, we can say: «We know

		that theirs was to be a very happy marriage».
partnership	=	partners are people who work together; partnership is the relationship between people who are working together.
a Doctor's degree	=	in most universities a Doctor's degree is the third degree, taken after the B.A. and the M.A.
a . . . study	=	a piece of writing in which a person gives an account of his (or her) research.

EXERCISE 382

Say whether these statements are TRUE or UNTRUE and find a reason for your answer in the passage.

Marie Curie was older than her husband.
Marie Curie did not have much money when she was a student.
She lived in a comfortable room in Paris.
The only food she had was cherries.
Both Marie and Pierre Curie became interested in science while they were still children.
The French Government gave Pierre Curie a large reward for his scientific discoveries.
Pierre and Marie fell in love as soon as they met.
Pierre Curie was a Parisian.
When Pierre met Marie she was already famous throughout Europe.
When Pierre and Marie were married she had already obtained two degrees.

EXERCISE 383

Write out the following sentences, using one of these prepositions in place of each dash:

after at by for in of

on through throughout to with

My son is working — a degree — English.

He has fallen — love — a girl who is — the same university.

Day — day he sits — hours — the library reading his books.

My daughter is interested — physics and mathematics. She has always been fascinated — scientific books.

I don't understand why Pierre Curie was so badly rewarded, when he had brought so much honour — his country — his discoveries — magnetism, and after his name had become famous — Europe.

Marie was not born — Paris, but — 1891 she went to study — the Sorbonne.

While she was a student she lived — an attic — the poorest quarter — Paris.

She worked hard — four years.

She had little money and she was often ill — lack — proper food and warmth.

— the time she got married to Pierre, she had obtained her two Master's degrees and was busy — her work — steel.

EXERCISE 384

Compare these two sentences:

a) Night after night she c l i m b e d to her poorly furnished room and worked at her books steadily for hours.

b) Night after night she w o u l d c l i m b to her poorly furnished room and work at her books steadily for hours.

We use would (climb) in order to emphasize that the action was a habit, or that it happened regularly. The repetition of the word night in the expression N i g h t a f t e r n i g h t further emphasizes the regularity of the action but repetitions of this kind are not essential where the would-construction is emcloyed.

Rewrite the following sentences as in (b) to emphasize that the action was regularly repeated, like a habit:

Every morning, at six o'clock, we got up and went for a swim.

When he was a child he often asked his father questions about science.

In the evenings they discussed the work they had done during the day.

Before going to bed he always wrote a few words in his diary.

Whenever he went to see her he always found her studying.

(Note: Do not change the verb in the first clause.)

He often asked her if she wanted something to eat; and she always replied that she had just had a meal.

Παρατήρηση: Οἱ διορθώσεις τῶν ἀσκήσεων 382, 383 καὶ 384 νὰ γίνουν ἀπὸ τοὺς ἴδιους τοὺς σπουδαστάς μας.

TEXT

MARIE CURIE AND THE DISCOVERY OF RADIUM

PART 2

For some time Pierre and Marie Curie had been interested in the work of a French scientist named Becquerel. There is a rare metal called uranium which, Becquerel discovered, emits rays very much like X-rays. These rays made marks on a photographic plate when it was wrapped in black paper. The Curies kept wondering about these rays of uranium. What caused them? How strong were they? There were many such questions that puzzled Marie Curie and her husband. Here, they decided, was the very subject for Marie's Doctor's thesis.

The research was carried out under great difficulty. Mme Curie had to use an old store-room at the University as her laboratory — she was refused a better room. Here it was cold and damp, there was no proper apparatus and very little space for research work. But Marie Curie had to make the best of it. Soon she discovered that the mysterious rays of uranium were much more peculiar than she expected. Indeed, they were like no other known rays.

Marie Curie began to wonder if other chemical substances might not emit similar rays. So she began to examine every known chemical body.

After repeating her experiments time after time she found that a mineral called pitchblende emitted much more powerful rays than any she had yet found.

Now, an element is a chemical substance which so far as is known cannot be split up into other substances. As Mme Curie had examined every known chemical element and none of them had emitted such powerful rays as pitchblende, she could only decide that this mineral must contain some new element. Here was a mystery. Such a notion seemed unthinkable. Scientists had declared that every element was already known to them. But all Mme Curie's experiments pointed one way. Pitchblende must contain some new and unknonn element. There was no other explanation for the powerful rays which it emitted. Scientists call the property of giving out such rays «radioactivity», and Mme Curie resolved to call the new element «radium», because it was more strongly radioactive than any known metal.

(From *Six Physicists*, by John WALTON)

NOTES

a rare metal	= a metal that exists in very few places and in very small quantities.
Becquerel discovered	= There are commas before and after these words. The commas separate them from the rest of the clause : «which emits rays very much like X-rays».
emits	= sends out; gives out.
a photographic plate	= a thin sheet of glass covered with a film by means of which photographs can be taken.
kept wondering	= were continually wondering.
many such questions	= many questions like these.
puzzled	= We say that a question puzzles us when we cannot find the answer to it.
the very subject	the ideal subject; the perfect subject; a subject that was just right.

Marie's Doctor's thesis	= the thesis that Marie had to write in order to obtain a Doctor's degree. We might also say: Marie's doctoral thesis.
carried out	= done
store-room	= a room where objects are kept or stored when they are not being used.
she was refused a better room	= she was not allowed to have a better room.
make the best of it	= do her work as well as possible in it.
peculiar	= strange; unusual.
indeed	= this word is here used to introduce a stronger statement than the one in the preceding sentence. Here is another example of this use: «Your friend is very ill. Indeed, I think he is dying».
known rays	= rays known to scientists.
began to wonder if other chemical substances might not emit	= began to wonder whether it was not possible that other chemical substances emitted.
similar rays	= rays which are like those of uranium.
body	= piece of material; substance
experiments	= tests
time after time	= a great many times
any	= any other mineral
now	= This word does not refer to the present time. It is used by writers or speakers when they want to introduce an important part of an explanation.
so far as is known	= so far as we know. This expression is not a part of the clause «which cannot be split up into other substances». It could also stand at the end of the clause.
as	since; because
decide	conclude; reach the conclusion that
notion	idea
unthinkable	impossible; unimaginable
declared	said; stated
property	= in scientific language the properties

of something are the special qualities or characteristics which it possesses. If a substance emits (gives out) rays, it has the property of «radioactivity». We can also say that radioactivity is a property of any substance which gives out rays; and that any substance which gives out rays is «radioactive». Radioactive is an adjective; radioactivity is a noum.

A USEFUL TEST

Ἂς πάρουμε πάλι μερικὲς ἀσκήσεις τοῦ Michigan γιὰ ἐξάσκηση.

A. VOCABULARY — Recognition in sentence context.

Instructions

Find the nearest meaning of the underlined word or words:

Example: It is not yellow, ir is o r a n g e.

1. a color
2. a fruit
3. late
4. a city in New Jersey
5. round

Number 1 a c o l o r is the nearest meaning of orange in the sentence. Therefore, on the answer sheet, make a cross (+) in the space marked 1 to show that 1 is the answer like this:

+ 1. a color
2. a fruit
3. late
4. a city in New Jersey

5. round.

The nurse has c h a r g e of the children.

1. responsibility
2. accuse
3. attack

We s p e n t the week-end there very pleasantly.

1. changed
2. happened
3. passed
4. bought
5. tired out

He g a v e u p the project after a few weeks.

1. delivered
2. abandoned
3. presented
4. distributed
5. got tired of

N o w a n d t h e n we go to a movie.

1. a few minutes ago
2. occasionally
3. immediately
4. soon
5. formerly

He kept b a c k the information for many days.

1. part of the body
2. opposite of front in position
3. secret
4. away from
5. return

I s e e what you mean by that word. It is clear in that context

1. accompany
2. perceive with the eyes
3. ocean
4. observe
5. understand

It will t a k e three hours to do the work.

1. receive
2. require
3. capture
4. gain
5. give

The young lady o v e r t u r n e d the chair.

1. put aside
2. replaced
3. upset
4. substituted

His d e p a r t u r e was quite unexpected.

1. inflaming
2. report
3. appearance
4. education
5. leaving

The heat is barely t o l e r a b l e today.

1. unmoved
2. indulgent
3. inexpressible
4. bearable
5. indelible

He is i n c a p a b l e of telling a lie.

1. unequal
2. uneasy
3. suitable
4. unfit
5. weary

They could not e n d u r e that heat.

1. counteract
2. reflect
3. stand
4. meet
5. oppose

His ideas on the subject were rather i n d e f i n i t e.

1. strange
2. indifferent
3. pessimistic
4. imprecise
5. valuable

He entered the cellar u n n o t i c e d.

1. unobserved
2. inadmissible
3. resolute
4. silent
5. indispensable

The burglar left the jewels u n t o u c h e d.

1. infinite
2. intact
3. forlorn
4. opposite

The professor always behaves a r t l e s s l y.

1. eagerly
2. beautifully
3. easily
4. greatly
5. unaffectedly

You must b a n i s h this thought.

1. take
2. discard
3. prove
4. believe
5. restore

The road was o b s t r u c t e d by an avalanche.

1. restored
2. made
3. blocked up
4. exposed
5. left

He d e t a c h e d a sergeant and four men to serve as an escort

1. brought
2. called
3. sent
4. detailed
5. pulled

The burglar was caught r e d h a n d e d.

1. alone
2. with somebody else
3. in the act
4. suddenly
5. self-invited

The original meaning of this phrase is not difficult.

1. final
2. primary
3. unmarked
4. slight
5. grammatical

It is not fitting that a teacher should use such a language.

1. curious
2. astonishing
3. becoming
4. sufficient
5. obliging

Don't delay writing to your uncle.

1. haste
2. put off
3. drive back
4. promise
5. try

You always show disinclination to do your homework.

1. abstention
2. willingness
3. inattention
4. reluctance
5. determination

B. CORRECT STATEMENT

Instructions:

Each item in this part contains a group of statements. Only one is

correct. On the answer sheet make a cross in the proper space indicating the correct statement.

Example: 1. He said the truth.
2. He talked the truth.
3. He told the truth.

Number 3 «He told the truth» is correct. Now make a cross in the space marked 3 to show that 3 is the correct statement:

He said the truth.
He talked the truth.
+ He told the truth.

1. He gave to me the book last night.
2. He gave me the book last night.
3. He gave last night the book to me.

1. Is raining now?
2. Does it raining now?
3. Is it raining now?

1. George is a student, and Bob isn't either.
2. George is a student, and so is Bob.
3. George is a student, but Bob is.

1. I didn't see someone.
2. I didn't see no one.
3. I didn't see anyone.

1. Who sent us the flowers?
2. Who did send us the flowers?
3. Who send us the flowers?

1. The library is closed today, doesn't it?
2. The library is closed today, won't it?
3. The library is closed today, isn't it?

1. When he got home, he turned on the radio.
2. When he got home, he was turning on the radio.
3. When he got home, he turns on the radio.

1. He said me all about his trip.
2. He talked me all about his trip.
3. He told me all about his trip.

1. This box is more heavy than that one.
2. This box is heavier than that one.
3. This is the more heavier than that one.

1. When you take the book?
2. When did you took the book?
3. When did you take the book?

1. Columbus discovered America, didn't he?
2. Columbus discovered America, did he?
3. Columbus discovered America, hadn't he?

1. They are pleased with your work.
2. They are pleasing with your work.
3. They are please with your work.

1. Do you rather go to a concert tomorrow night?
2. Would you rather go to a concert tomorrow night?
3. Will you rather go to a concert tomorrow night?

1. Her hands were so cold that she could not type.
2. Her hands were so cold as she could not type.
3. Her hands were so cold for she could not type.

1. I'm not ready, and she isn't too.
2. I'm not ready, and so is she.
3. I'm not ready, and neither is she.

1. Henry is so old as I am.
2. Henry is as old than I am.
3. Henry is older than I am.

1. They arrived to the airport at 6 p.m.
2. They arrived at the airport at 6 p.m.
3. They arrived on the airport at 6 p.m.

1. There is in Baker Hall a lecture at 4 o'clock this afternoon.
2. There is a lecture in Baker Hall at 4 o'clock this afternoon.
3. There is at 4 o'clock in Baker Hall a lecture this afternoon.

1. They didn't know what in New York was his address.
2. They didn't know what his address in New York was.
3. They didn't know what was in New York his address.

1. Please lock the door when you will have left.
2. Please lock the door when you will leave.
3. Please lock the door when you leave.

1. Mrs Parks buys a season ticket to the opera for the past ten years.
2. Mrs Parks has bought a season ticket to the opera for the past ten years.
3. Mrs Parks is buying a season ticket to the opera for the past ten years.

1. I wish that it stopped raining before tomorrow.
2. I wish that it would stop raining before tomorrow.
3. I wish that it will stop raining before tomorrow.

1. The room is crowded, but there are few seats left.
2. The room is crowded, but there are a few seats left.
3. The room is crowded, but there are fewer seats left.

NOTE: A comma is used between two men clauses joined by and, but, or, nor, or, for, particularly when the clauses are long.

1. It is natural that he knows English.
2. It is natural that he may know English..
3. It is natural that he should know English.

Did you do all of your
1. homework?

2. homeworks?

Columbus believed that
1. world was round
2. the world was round

Do you think the grocer?
1. will raise his prices?
2. will rise his prices?

We are looking forward to
1. see you
2. seeing you

Don't forget to put your return address
1. on the envelope
2. in the envelope

They will not be able to wait until Jim
1. will arrive
2. arrives

This lesson is
1. more easy than the last one
2. easier than the last one

Jane has studied Spanish,
1. didn't she?
2. hasn't she?

We wish that we
1. can go with you tomorrow
2. could go with you tomorrow

Would you mind
1. to open the door?
2. opening the door?

Do you think that the United Nations

1. has made much progress in the last ten years?
2. has done much progress in the last ten years?

Peter lived at International House
1. since the two years he was at the University.
2. during two years he was at the University.

Has the instructor corrected
1. exercises that we handed in yesterday?
2. the exercises that we handed in yesterday?

If I had the money
1. I should accept the post.
2. I should have aacepted the post.

If I,
1. had
2. had had
her address, I would have written her.

The Priestleys,
1. are living
2. have lived
here since 1950.

We waited in the hall
1. during an hour.
2. for an hour.

Shall we get
1. on the bus here?
2. the bus here?

Did you ever find out
1. who
2. whom
telephoned you last Sunday?

How long have you been in

1. United States?
2. the United States?

The Committee is very interested
1. in the research project.
2. on the research project.

I seem
1. to forget
2. to have forgotten
my key again.

Last Saturday was
1. so clear that
2. so clear as
we could see a hundred miles from the top of the hill.

He
1. said
2. told
me that I could borrow his car.

The conference
1. ended
1. has ended
3. had ended
with a banquet last night.

They wish that you
1. were
2. had been
3. would have been
there last week.

Did they say they
1. will telephone
2. have telephoned
3. would telephone
me tomorrow?

I wish that I
1. will go
2. would go
3. could go
with you

He
1. must go
2. would go
3. should have gone
to the last meeting.

He
1. must go
2. should go
3. had to go
back because he had forgotten his briefcase.

Please hand in your paper after you
1. will correct
2. have corrected
3. corrected
the spelling errors.

He would get over his cold if he
1. would take
2. would have taken
3. has taken
the medicine the doctor gave him.

C. DISTINCTION BETWEEN HOMONYMS

Instructions:

In each of the following sentences choose the correct word between those two numbered. After the proper number on your paper, write the sentence with the correct word.

Example:

The damage has **(already, all ready)**been done.
The damage has already been done.

If you (brake, break) a window, you will pay for it.

Father was (all together, altogether) too surprised to protest.

Kairo is the (capital, capitol) of Egypt.

Her father was (born, borne) in Italy.

He applied the (brakes, breaks) at once.

She was wearing her best (cloths, clothes).

We enjoyed the dinner but not the (dessert, desert).

No (coucilman, counselman) may serve more than two years on the council.

The walls of the dining-room were papered but (its, it's) floor had been painted.

I am not sure which (course, coarse) to follow.

We have spoken to the mayor and the superintendent, the (later, latter) was more helpful.

I can't recall his ever giving me a (complement, compliment) on my writing.

The meaning of his remark was perfecly (plain, plane).

These cars are used for military (personnel, personal).

They don't wish to (lose, loose) the camera.

The boys were unusually (q u it e, q u i e t).

When I (p a s s e d, p a s t) him, he was going seventy miles an hour.

They had neglected to lock (t h e r e, t h e i r) lockers.

Do not tie the rope around your (w a i s t, w a s t e).

The platform, we discovered when we tried to move it, was (s t a- t i o n a r y, s t a t i o n e r y.)

She wanted to go to camp, (t o, t o o).

You have to write your letters on business (s t a t i o n a r y, s t a- t i o n e r y).

The new (a l t a r, a l t e r) is made of white marble.

What are the (p r i n c i p a l, p r i n c i p l e) products of this country?

I want you to tell me (w h o ' s, w h o s e) responsible for this mess.

When (y o u ' r e, y o u r) homework has been finished, call your mother.

D. FIND THE BEST MEANING

Instructions

Find the best meaning that fits the word in capital letters among the three meanings that are given in every problem. Then make a cross in the proper space.

Example:

MENTAL

1. of the mind

2. of the body
3. of the month

The meaning 1, of the mind, best fits the word MENTAL. Make a cross in space 1.

+ 1. of the mind
2. of the body
3. of the month

HYMN

1. a bad spirit
2. a kind of theater
3. a song that is sung in church

PICK UP

1. take from the ground
2. throw through the air
3. hit with foot

FAN

1. a referee at a soccer game
2. a person interested in a sport
3. a heart attack

TAKE CHARGE OF

1. be away from
2. give credit to
3. be responsible for

LAD

1. park
2. boy
3. nose

CHEST

1. part of a bicycle
2. part of a road

3. part of the body

WAVING

1. moving back and forth
2. walking around and around
3. running in and out

FURIOUS

1. very gentle
2. very angry
3. very old

INVISIBLE

1. not seeing
2. not seen
3. not secret

LABORATORY

1. a place for speaking
2. a place for resting
3. a place for experimenting

HIGH CHAIR

1. a tall chair
2. a teacher's desk
3. a special chair for a small child

COMPLICATED

1. easy to do
2. full of mistakes
3. hard to understand

NICKEL

1. ten cents
2. five cents
3. one cent

VICTROLAS

1. photographs

2. voices
3. disks

BID

1. get a job
2. read a book
3. set a price

LIGHTHOUSE

1. a cottage
2. tall tower for guiding ships
3. colorful house

PORCH

1. a rocky area
2. a wide room
3. covered entrance to a house.

CURLING UP

1. moving quickly
2. walking quietly
3. rising in rings

FUNDS

1. foundations
2. weeds
3. amounts of money

EXCEPTIONAL

1. unusual
2. wonderful
3. additiomal

URGE

1. encourage
2. command
3. teach

STIFF

1. considerable
2. not easy to bend
3. earnest

RIBS

1. bones
2. fingers
3. strangers

TWISTED

1. sewed
2. took
3. turned

EXTRANEOUS

1. irrelevant
2. extraordinary
3. striking.

E. TOTAL READING AND UNDERSTANDING

Instructions:

The following test consists of a passage of reading material, after which you will find a number of questions based on the passage itself. After reading the passage, answer the questions following it by choosing the one best answer for each question. Answer all questions on the basis of what is **stated** or **implied** in the passage.

This experiment, and the others that preceded it, settled once and for all the question of spontaneous generation of bacteria. Of course, many people repeated these experiments after Pasteur, and many failed; but it was a question of technique. Nowadays, it is commonplace to prepare a sterile solution that will remain bacteria-free indefinitely.

Researches that have been carried out since Pasteur's day have shown that bacteria are not nearly so simple as had been assumed up

to that time. Although they are very small, they have a very delicate organization and very complicated chemical processes go on in them. They are just as complicated chemically as the individual cells that make up the bodies of higher plants and animals, and the idea of such complicated structures originating by chance in a medium containing nothing but organic chemicals is quite fantastic. As a recent writer has said: «Imagine a factory with smokestacks, railroad trucks, buildings, and so on springing into existence in a moment-following some natular event like a volcanic eruption. The same sort of event is assumed when one assumes that something as complex as a bacterial cell can originate in a pot of gravy».

Spontaneous generation of bacteria means most probably the

1. appearance of bacteria with no discernible cause.
2. automatic reproduction of bacteria by the splitting of the cells.
3. production of whole generations of bacteria in a single experiment.
4. idea that bacteria were very simple organisms.
5. production of bacteria by higher plants and animals.

In this context, «it was a question of technique» means essentially that

1. investigators tried these experiments to show how good their technique was.
2. since scientists knew the answer, they were interested only in how it could be arrived at.
3. investigators whose experimental technique was good would not fail.
4. many people found Pasteur's technique questionable.
5. investigators whose experimental technique was poor did most of the later experiments.

The experiment mentioned at the beginning of the passage is probably an experiment to

1. prepare a pot of gravy that produces bacteria.
2. show that bacteria are chemically complicated.
3. show that bacteria can be found in the higher plants and animals.
4. prepare a sterile solution that would remain bacteria-free.
5. demonstrate the spontaneous generation of bacteria.

It is a popular assumption, the passage implies, that

1. organic chemicals can generate bacteria.
2. complicated chemical processes go on in all matter.
3. bacteria cause decay in foods.
4. bacteria have lives of their own.
5. small things have a simple organization.

A possible criticism of the comparison between the factory and the bacterial cell might be that
1. the factory appears too suddenly.
2. there is no counterpart for the volcanic eruption.
3. factories do not have their own railroad tracks.
4. the factory is too big.
5. the factory is too complex.

A USEFUL TEST

Καὶ τώρα ἂς δοῦμε τὶς σωστὲς ἀπαντήσεις στὸ «χρήσιμο τέστ», ποὺ δώσαμε.

A. VOCABULARY — RECOGNITION IN SENTENCE CONTEXT

The nurse has c h a r g e of the children.

\+ 1. responsibility
2. accuse
3. attack

We s p e n t the weekend there very pleasantly.

1. changed
2. happened
\+ 3. passed
4. bought
5. tired out

We g a v e u p the project after a few weeks.

1. delivered

\+ 2. abandoned
3. presented
4. distributed
5. got tired of

N o w a n d t h e n we go to a movie.

1. a few minutes ago
\+ 2. occasionally
3. immediately
4. soon
5. formerly

He kept b a c k the information for many days.

1. part of the body
2. opposite of front in position
\+ 3. secret
3. away from
5. return

I s e e what you mean by that word. It is clear in that context.

1. accompany
2. perceive with the eyes
3. ocean
4. observe
\+ 5. understand

It will t a k e three hours to do the work.

1. receive
\+ require
3. capture
4. gain
5. give

The young lady o v e r t u r n e d the chair.

1. put aside
2. replaced
+ 3. upset
4. substituted

His d e p a r t u r e was quite unexpected.

1. inflaming
2. report
3. appearance
4. education
+ 5. leaving

The heat is barely t o l e r a b l e today.

1. unmoved
2. indulgent
3. inexpressible
+ 4. bearable
5. indelible

He is i n c a p a b l e of telling a lie.

1. unequal
2. uneasy
3. suitable
+ 4. unfit
5. weary

They could not e n d u r e that heat.

1. counteract
2. reflect
+ 3. stand
4. meet
5. oppose

His ideas on the subject were rather i n d i f i n i t e.

1. strange
2. indifferent
3. pessimistic
+ 4. imprecise
5. valuable

He entered the cellar u n n o t i c e d.

+ 1. unobserved
2. inadmissible
3. resolute
4. silent
5. indispensable

The burglar left the jewels u n t o u c h e d.

1. infinite
+ 2. intact
3. forlorn
4. opposite

The professor always behaves a r t l e s s l y.

1. eagerly
2. beautifully
3. easily
4. greatly
+ 5. unaffectedly

You must b a n i s h this thought.

1. take
+ 2. discard
3. prove
4. believe
5. restore

The road was o b s t r u c t e d by an avalanche.

1. restored
2. made
+ 3. blocked up
4. exposed
5. left

He d e t a c h e d a sergeant and four men to serve as an escort.

1. brought
2. called
3. sent
+ 4. detailed
5. pulled

The burglar was caught r e d h a n d e d.

1. alone
2. with somebody else
+ 3. in the act
4. suddenly
5. self-invited

The o r i g i n a l meaning of this phrase is not difficult.

1. final
+ 2. primary
3. unmarked
4. slight
5. grammatical

He is not f i t t i n g that a teacher should use such a language.

1. curious
2. astonishing
+ 3. becoming
3. sufficient
5. obliging

Don't d e l a y writing to your uncle.

1. haste
+ 2. put off
3. drive back
4. promise
5. try

You always show d i s i n c l i n a t i o n to do your homework.

1. abstention
2. willingness
3. inattention
+ 4. reluctance
5. determination

B. CORRECT STATEMENT

1. He gave to me the book last night.
+ 2. He gave me the book last night.
3. He gave last night the book to me.

1. Is raining now?
2. Does it raining now?
+ 3. Is it raining now?

1. George is a student, and Bob isn't either.
+ 2. George is a student, and so is Bob.
3. George is a student, but Bob is.

1. I didn't see someone.
2. I didn't see no one.
+ 3. I didn't see anyone.

+ 1. Who sent us the flowers?
2. Who did send us the flowers?
3. Who send us the flowers?

1. The library is closed today, doesn't it?
2. The library is closed today, wont' it?
+ 3. The library is closed today, isn't it?

+ 1. When he got home, he turned on the radio.
2. When he got home, he was turning on the radio.
3. When he got home, he turns on the radio.

1. He said me all about his trip.
2. He talked me all about his trip.
+ 3. He told me all about his trip.

1. This box is more heavy than that one.
+ 2. This box is heavier than that one.
3. This is the more heavier than that one.

1. When you take the book?
2. When did you took the book?
+ 3. When did you take the book?

+ 1. Columbus discovered America, didn't he?
2. Columbus discovered America, did he?
3. Columbus discovered America, hadn't he?

+ 1. They are pleased with your work.
2. They are pleasing with your work.
3. They are please with your work.

1. Do you rather go to a concert tomorrow night?
+ 2. Would you rather go to a concert tomorrow night?
3. Will you rather go to a concert tomorrow night?

+ 1. Her hands were so cold that she could not type.
2. Her hands were so cold as she could not type.
3. Her hands were so cold for she could not type.

+ 1. I'm not ready, and she isn't too.
2. I'm not ready, and so is she.
3. I'm not ready, and neither is she.

1. Henry is so old as I am.
2. Henry is as old than I am.
+ 3. Henry is older than I am.

1. They arrived to the airport at 6 p.m.
+ 2. They arrived at the airport at 6 p.m.
3. They arrived on the airport at 6 p.m.

1. There is in Baker Hall a lecture at 4 o'clock this afternoon.
+ 2. There is a lecture in Baker Hall at 4 o'clock this afternoon.
3. There is at 4 o'clock in Baker Hall a lecture this afternoon.

1. They didn't know what in New York was his address.
+ 2. They didn't know what his address in New York was.
3. They didn't know what was in New York his address.

1. Please lock the door when you will have left.
2. Please lock the door when you will leave.
+ 3. Please lock the door when you leave.

1. Mrs Parks buys a season ticket to the opera for the past ten years.
+ 2. Mrs Parks has bought a season ticket to the opera for the past ten years.
3. Mrs Parks is buying a season ticket to the opera for the past ten years.

+ 1. I wish that it stopped raining before tomorrow.
2. I wish that it would stop raining before tomorrow.
3. I wish that it will stop raining before tomorrow.

1. The room is crowded, but there are few seats left.
+ 2. The room is crowded, but there are a few seats left.
3. The room is crowded, but there are fewer seats left.

1. It is natural that he knows English.

2. It is natural that he may know English.
+ 3. It is natural that he should know English.

Did you do all of your
+ 1. homework?
2. homeworks?

Columbus believed that
1. world was round.
+ 2. the world was round.

Do you think the grocer
+ 1. will raise his prices?
2. will rise his prices?

We are looking forward to
1. see you.
+ 2. seeing you.

Don't forget to put your return adress
+ 1. on the envelope.
2. in the envelope.

They will not be able to wait until Jim
1. will arrive.
+ 2. arrives.

This lesson is
1. more easy than the last one.
+ 2. easier than the last one.

Jane has studied Spanish,
1. didn't she?
+ 2. hasn't she?

We wish that we
1. can go with you tomorrow.
+ 2. could go with you tomorrow.

Would you mind
1. to open the door?
+ 2. opening the door?

Do you think that the United Nations
+ 1. has made much progress in the last ten years?
2. has done much progress in the last ten years?

Peter lived at International. House
1. since the two years he was at the University.
+ 2. during the two years he was at the University.

Was the instructor corrected
1. exercises that we handed in yesterday?
+ 2. the exercises that we handed in yesterday?

If I had the money
+ 1. I should accept the post.
2. I should have accepted the post.

If I
1. had
+ 2. had had
her address, I would have written her.

The Priestleys
1. are living
+ 2. have lived
here since 1950.

We waited in the hall
1. during an hour.
+ 2. for an hour.

Shall we get
+ 1. on the bus here?
2. in the bus here?

Did you ever find out
+ 1. who
2. whom
telephoned you last Sunday?

How long have you been in
1. United States?
+ 2. the United States?

The Committee is very interested
+ 1. in the research project.
2. on the research project.

I seem
1. to forget
+ 2. to have forgotten
my key again.

Last Saturday was
+ 1. so clear that
2. so clear as
we could see a hundred miles from the top of the hill.

He
1. said
+ 2. told
me that I could borrow his car.

The conference
+ 1. ended
2. has ended
3. had ended
with a banquet last night.

They wish that you
1. were
+ 2. had been

3. would have been
there last week.

Did they say they
1. will telephone
2. have telephoned
+ 3. would telephone
me tomorrow?

I wish that I
1. will go
+ 2. would go
3. could go
with you.

He
1. must go
2. would go
+ 3. should have go
to the last meeting.

He
1. must go
2. should go
+ 3. had to go
back because he had forgotten his briefcase.

Please hand in your paper after you
1. will correct
+ 2. have corrected
3. corrected
the spelling errors.

I would get over his cold if he
1. would take
+ 2. would have taken
3. has taken
the medicine the doctor gave him.

C. DISTINCTION BETWEEN HOMONYMS

If you break a window, you will pay for it.

Father was altogether too surprised to protest.

Kairo is the capital of Egypt.

Her father was born in Italy.

He applied the brakes at once.

She was wearing her best clothes.

We enjoyed the dinner but not the dessert.

No councilman may serve more than two years on the council.

The walls of the dining-room were papered but its floor had been painted.

I am not sure which course to follow.

We have spoken to the major and the superintendent, the latter was more helpful.

I can't recall his ever giving me a compliment on my writing.

The meaning of his remark was perfectly plain.

These cars are used for military personnel.

They don't wish to lose the camera.

The boys were unusually quiet.

When I passed him, he was going seventy miles an hour.

They had neglected to lock their lockers.

Do not tie the rope around your waist.

The platform, we discovered when we tried to move it, was stationary.

She wanted to go to camp, too.

You have to write your letters on business stationery.

The new altar is made of white marble.

What are the principal products of this country?

I want to tell me who's responsible for this mess.

When your homework has been finished, call your mother.

D. FIND THE BEST MEANING

HYMN
1. a bad spirit
2. a kind of theater
+ 3. a song that is sung in church.

PICK UP
+ 1. take from the ground
2. throw through the air
3. hit with foot

FAN
1. a referee at a soccer game
+ 2. a person interested in a sport
3. a heart attack

TAKE CHARGE OF
1. be away from

2. give credit to
\+ be responsible for

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1. park
\+ 2. boy
3. nose

CHEST
1. part of a bicycle
2. part of a road
\+ 3. part of the body

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\+ 1. moving back and forth
2. walking around and around
3. running in and out

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1. not seeing
\+ 2. not seen
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1. a place for speaking
2. a place for resting
\+ 3. a place for experimenting

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1. a tall chair
2. a teacher's desk
\+ 3. a special chair for a small child

COMPLICATED

1. easy to do
2. full of mistakes
+ 3. hard to understand

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1. ten cents
+ 2. five cents
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VICTROLAS

+ 1. photographs
2. voices
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BID

1. get a job
2. read a book
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1. a cottage
+ 2. tall tower for guiding ships
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PORCH

1. a rocky area
2. a wide room
+ 3. covered entrance to a house

CURLING UP

1. moving quickly
2. walking quietly
+ 3. rising in rings

FUNDS

1. foundations
2. weeds
+ 3. amounts of money

EXCEPTIONAL

\+ 1. unusual
2. wonderful
3. additional

URGE

\+ 1. encourage
2. command
3. teach

STIFF

1. considerable
\+ 2. not easy to bend
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\+ 1. bones
2. fingers
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TWISTED

1. sewed
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EXTRANEOUS

\+ 1. irrelevant
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E. TOTAL READING AND UNDERSTANDING

Spontaneous generation of bacteria means most probably the

\+ 1. appearance of bacteria with no discernible cause.
2. automatic reproduction of bacteria by the splitting of the cells.

3. production of whole generations of bacteria in a single experiment.
4. idea that bacteria were very simple organisms.
5. production of bacteria by higher plants and animals.

In this context, «it was a question of technique» means essentially that

1. investigators tried these experiments to show how good their technique was.
2. since scientists knew the answer, they were interested only in how it could be arrived at.
+ 3. investigators whose experimental technique was good would not fail.
4. many people found Pasteur's technique questionable.
5. investigators whose experimental technique was poor did most of the later experiments.

The experiment mentioned at the beginning of the passage is probably an experiment to

1. prepare a pot of gravy that produces bacteria.
2. show that bacteria are chemically complicated.
3. show that bacteria can be found in the higher plants and animals.
+ 4. prepare a sterile solution that would remain bacteria free.
5. demonstrate the spontaneous generation of bacteria.

It is a popular assumption, the passage implies, that

1. organic chemicals can generate bacteria.
2. complicated chemical processes go on in all matter.
3. bacteria cause decay in foods.
4. bacteria have lives of their own.
+ 5. small things have a simple organization.

A possible criticism of the comparison between the factory and the bacterial cell might be that

1. the factory appears too suddenly.

+ 2. there is no counterpart for the volcanic eruption.
3. factories do not have their own railroad tracks.
4. the factory is too big.
5. the factory is too complex.

TEXT

THE SCHOOL THAT TRAVELS

Many countries are experimenting with special kinds of education for people who live far from the cities. The need for special kinds of rural education is very great in countries that have large areas where only a few people live.

In some parts of North America, for example, there are large areas of land where only a few families live. These are the families of trappers, or fishermen, or lumbermen, who work in the great rural areas far from the cities, far from the fine big city schools.

One country that is experimenting with special kinds of rural education is Canada. The cities and towns of Canada have large schools with fine buildings and many teachers. But there are children in Canada who live far from these schools. They are the children of trappers, fishermen and lumbermen who work far from any town. How can these children go to school?

One answer to this question is a different kind of school, a school that travels. This school is a railroad car that travels to a rural area where only a few families live. A railroad train takes the school car to a little town and leaves it there for five days. After five days, the teacher gives his pupils enough homework for five months. Then the railroad train comes for the school car and takes it to another little town.

There are many of these traveling schools in Canada now. They go to more than 30 villages and travel about 2000 miles each year. But there were no traveling schools of this kind when Fred Sloman was young.

«Mile 138»

Mr. Sloman was a young man who began to teach in the first traveling school. The school made its first stop at a village named «M i l e

1 3 8». When the school car arrived at «Mile 138», the children of trappers, fishermen and lumbermen began to arrive at the school. Some of them walked; others came by snowshoe over the deep snow; others came by boat.

The children were very shy, and their clothes were old and poor. They did not know the stories that most children know and love. They did not know anything about the beautiful things which they passed every day. They knew only a few kinds of trees, the kinds of wood that they cut for firewood. They were amazed when Mr. Sloman showed them 52 small pieces of different kinds of wood.

«There aren't so many kinds of wood » one of the pupils exclaimed. But before long the boys found that 26 of the 52 kinds were growing near the traveling school.

Mr. Sloman and his pupils covered the wall with things that told stories. They used wood to make clocks that told the differences in time around the world. They made maps, and they made a chart that showed how the biggest stars look, at different seasons of the year.

A Great Thing

One of Mr. Sloman's pupils was Alex, a trapper's son. Alex was 16 years old, but he had never seen a school of any kind until the traveling school arrived at «Mile 138». No one in Alex's family could read or write. Alex was eager to learn. He listened eagerly as Mr. Sloman tried to tell him about the size of the world. The teacher said, «The trains that pass Mile 138 travel all day and all night for almost a week. Then they reach the Pacific Ocean. It is a thousand times bigger than all the land that you have ever seen.»

That night Alex went home by snowshoe over the deep snow, with a new pencil in his pocket and many amazing facts in his mind.

«Learning is a great thing,» Alex said one day.

«What do you mean?» Mr. Sloman asked.

«Well» Alex said, «I remember how I used to feel when my mother asked me to go and get the cow. It seemed like a long job. I thought it was too much work. But now, before I know it, I'm wondering about the clouds. Or I'm looking at the rocks, or the trees. Before I know it, the job is finished, and it didn't seem like work at all; it was fun.»

The Important Thing

Mr. Sloman, who lives with his wife and children in the traveling school, never has more than 16 pupils at the same time. He sometimes has only three or four. He can give each child a great deal of time. But he believes that the child's time in school is not the important thing.

«Here is the most important thing», he says. «You must help the child w a n t to learn. As soon as he wants to learn, he begins to find a new world.»

Like Alex, many other rural children are beginning to find a new world. They are learning about the world from teachers like Mr. Sloman, teachers in traveling schools.

VOCABULARY

rural	(ρούραλ)	= ἀγροτικὸς
trapper	(τράπερ)	= κυνηγὸς ἀγρίων θηρίων
lumberman	(λάμπερμαεν)	= ξυλοκόπος
snowshoe	(σνόουchου)	= παγοπέδηλο
firewood	(φάϊργουντ)	= καυσόξυλο
eager	(ίγκερ)	= διακαής, ζῆλος
amaze	(αμέϊζ)	= καταπλήσσω
shy	(chάϊ)	= δειλός, συνεσταλμένος-η-ο
exclaim	(εξκλέϊμ)	= ἀναφωνῶ, φωνάζω
fun	(φαν)	= παιχνίδι, διασκέδαση, ἀστεῖο

TRANSLATION

Τὸ σχολεῖο ποὺ ταξιδεύει

Πολλὲς χῶρες πειραματίζονται μὲ εἰδικοὺς τρόπους ἐκπαιδεύσεως γιὰ τὰ ἄτομα, ποὺ ζοῦν μακριὰ ἀπὸ τὶς πόλεις. Ἡ ἀνάγκη γιὰ εἰδικοὺς τρόπους ἀγροτικῆς ἐκπαιδεύσεως εἶναι πολὺ μεγάλη σὲ χῶρες, ποὺ ἔχουν μεγάλες περιοχές, ὅπου ζοῦν μόνο λίγοι ἄνθρωποι.

Σὲ μερικὰ μέρη τῆς Βορείου Ἀμερικῆς π.χ. ὑπάρχουν μεγάλες περιοχὲς γῆς, ὅπου διαμένουν (ζοῦν) μόνο λίγες οἰκογένειες. Αὐτὲς εἶναι οἰκογένειες κυνηγῶν ἀγρίων θηρίων ἢ ψαράδων ἢ ξυλοκόπων, ποὺ ἐργάζονται σὲ μεγάλες ἀγροτικὲς περιοχὲς μακριὰ ἀπὸ τὶς πόλεις, μακριὰ ἀπὸ τὰ ὡραῖα μεγάλα σχολεῖα τῆς πόλης.

Μιὰ χώρα, ποὺ πειραματίζεται μὲ εἰδικοὺς τρόπους ἀγροτικῆς ἐκπαιδεύσεως, εἶναι ὁ Καναδάς. Οἱ πόλεις κι οἱ κωμοπόλεις τοῦ Καναδᾶ ἔχουν μεγάλα σχολεῖα μὲ ὄμορφα κτίρια καὶ πολλοὺς δασκάλους. Ἀλλὰ ὑπάρχουν παιδιὰ στὸν Καναδά, ποὺ διαμένουν μακριὰ ἀπ' αὐτὰ τὰ σχολεῖα. Εἶναι τὰ παιδιὰ τῶν κυνηγῶν ἀγρίων θηρίων, τῶν ψαράδων καὶ τῶν ξυλοκόπων, ποὺ ἐργάζονται μακριὰ ἀπὸ ὁποιαδήποτε πόλη. Πῶς μποροῦν αὐτὰ τὰ παιδιὰ νὰ πᾶνε στὸ σχολεῖο;

Μιὰ ἀπάντηση σ' αὐτὸ τὸ ἐρώτημα εἶναι ἕνα διαφορετικὸ εἶδος σχολείου, ἕνα σχολεῖο ποὺ ταξιδεύει. Αὐτὸ τὸ σχολεῖο εἶναι μιὰ σιδηροδρομικὴ αὐτοκινητάμαξα, ποὺ ταξιδεύει σὲ μιὰ ἀγροτικὴ περιοχή, ὅπου ζοῦν μόνο λίγες οἰκογένειες. Ἕνα τραῖνο φέρνει τὴν αὐτοκινητάμαξα-σχολεῖο σὲ μιὰ μικρὴ κωμόπολη καὶ τὴν ἀφήνει ἐκεῖ γιὰ πέντε μέρες. Ὕστερα ἀπὸ πέντε μέρες, ὁ δάσκαλος δίνει στοὺς μαθητάς του ἀρκετὴ ἐργασία γιὰ τὸ σπίτι γιὰ πέντε μῆνες. Ἔπειτα τὸ τραῖνο ἔρχεται γιὰ τὴν αὐτοκινητάμαξα-σχολεῖο καὶ τὴν πηγαίνει σ' ἄλλη μικρὴ κωμόπολη.

Ὑπάρχουν τώρα στὸν Καναδὰ πολλὰ ἀπ' αὐτὰ τὰ κινητὰ σχολεῖα (τὰ σχολεῖα ποὺ ταξιδεύουν). Πηγαίνουν σὲ περισσότερα ἀπὸ 30 χωριὰ καὶ ταξιδεύουν (διανύουν) 2.000 περίπου μίλια κάθε χρόνο. Ἀλλὰ δὲν ὑπῆρχαν κινητὰ σχολεῖα αὐτοῦ τοῦ εἴδους, ὅταν ἦταν νέος ὁ Φρέντ Σλόμαν.

«Μίλι 138»

Ὁ κύριος Σλόμαν ἦταν νεαρός, ὅταν ἄρχισε νὰ διδάσκη στὸ πρῶτο κινητὸ σχολεῖο. Τὸ σχολεῖο ἔκανε τὴν πρώτη στάση σ' ἕνα χωριό, ποὺ ὀνομάζονταν «Μίλι 138». Ὅταν ἡ αὐτοκινητάμαξα-σχολεῖο ἔφθανε στὸ «Μίλι 138», τὰ παιδιὰ τῶν κυνηγῶν ἀγρίων θηρίων, τῶν ψαράδων καὶ τῶν ξυλοκόπων ἄρχιζαν νὰ φθάνουν στὸ σχολεῖο. Μερικὰ ἀπ αὐτὰ ἔρχονταν μὲ τὰ πόδια. Ἄλλα ἔρχονταν μὲ παγοπέδηλα πάνω στὸ βαθὺ χιόνι. Ἄλλα ἔρχονταν μὲ βάρκα.

Τὰ παιδιὰ ἦταν πολὺ δειλὰ καὶ τὰ φορέματά τους ἦταν παλιὰ καὶ φτωχά. Δὲν ἤξεραν τὶς ἱστορίες, ποὺ τὰ πιὸ πολλὰ παιδιὰ ξέρουν κι ἀγαποῦν. Δὲν ἤξεραν τίποτε γιὰ τὰ ὄμορφα πράγματα, ποὺ συναντοῦσαν κάθε μέρα. Ἤξεραν μόνο λίγα εἴδη δέντρων, τὰ εἴδη τοῦ ξύλου, ποὺ ἔκοβαν γιὰ καυσόξυλα. Ἔ-

μειναν κατάπληκτα, ὅταν ὁ κύριος Σλόμαν τούς ἔδειξε 52 μικρὰ κομάτια ἀπὸ διαφορετικὰ εἴδη ξύλου.

«Δὲν ὑπάρχουν τόσο πολλὰ εἴδη ξύλου», φώναξε ἕνας ἀπὸ τοὺς μαθητάς. Μὰ δὲν πέρασε πολὺς καιρὸς καὶ τὰ παιδιὰ βρῆκαν (διαπίστωσαν), ὅτι 26 ἀπὸ τὰ 52 εἴδη φύτρωναν κοντὰ στὸ κινητὸ σχολεῖο.

Ὁ κύριος Σλόμαν κι οἱ μαθηταί του σκέπασαν τὸν τοῖχο μὲ πράγματα, ποὺ εἶπαν ἱστορίες. Χρησιμοποίησαν ξύλο, γιὰ νὰ κάνουν ρολόγια τοῦ τοίχου, ποὺ λένε τὶς διαφορὲς σὲ χρόνο ὁλοτρόγυρα στὸν κόσμο. Ἔφτιαξαν χάρτες κι ἔφτιαξαν κι ἕναν μεγάλο χάρτη, ποὺ ἔδειχνε, πῶς φαίνονται τὰ μεγαλύτερα ἀστέρια στὶς διάφορες ἐποχὲς τοῦ χρόνου.

Ἕνα μεγάλο πρᾶμα

Ἕνας ἀπὸ τοὺς μαθητὰς τοῦ κ. Σλόμαν ἦταν ὁ Ἄλεξ, τὸ παιδὶ ἑνὸς κυνηγοῦ θηρίων. Ὁ Ἄλεξ ἦταν 16 χρονῶν, ἀλλὰ δὲν εἶχε δῆ σχολεῖο ὁποιουδήποτε εἴδους ὥς τὴ στιγμὴ ποὺ ἔφθασε τὸ κινητὸ σχολεῖο στὸ «Μίλι 138». Κανεὶς στὴν οἰκογένεια τοῦ Ἄλεξ δὲν μποροῦσε νὰ διαβάση ἤ νὰ γράψη. Ὁ Ἄλεξ ἦταν πολὺ φιλομαθὴς (ἤθελε πολὺ νὰ μαθαίνη). Ἄκουγε μὲ ζῆλο, ὅταν ὁ κύριος Σλόμαν προσπαθοῦσε νὰ τοῦ μιλήση γιὰ τὸ μέγεθος τοῦ κόσμου. Ὁ δάσκαλος εἶπε «Τὰ τραῖνα, ποὺ περνοῦν ἀπὸ τὸ Μίλι 138, ταξιδεύουν μέρα καὶ νύχτα ἐπὶ μιὰ ἑβδομάδα σχεδόν. Ὕστερα φθάνουν στὸν Εἰρηνικὸ Ὠκεανό. Αὐτὸς εἶναι χίλιες φορὲς μεγαλύτερος ἀπὸ ὅλη τὴ γῆ, ποὺ ἔχετε δῆ ποτέ σας».

Ἐκείνη τὴ νύχτα ὁ Ἄλεξ πῆγε στὸ σπίτι μὲ παγοπέδηλα πάνω στὸ βαθὺ χιόνι, μ' ἕνα καινούργιο μολύβι στὴ τσέπη του καὶ πολλὰ καταπληκτικὰ γεγονότα στὸ μυαλό του.

«Ἡ μάθηση εἶναι μεγάλο πρᾶγμα», εἶπε μιὰ μέρα ὁ Ἄλεξ.

«Τί ἐννοεῖς;» τὸν ρώτησε ὁ κύριος Σλόμαν.

«Νά», εἶπε ὁ Ἄλεξ, «θυμᾶμαι, τί ἔνοιωθα συνήθως, ὅταν ἡ μητέρα μου μοῦ ζητοῦσε νὰ πάω νὰ πάρω τὴν ἀγελάδα. Μοῦ φαίνονταν μεγάλη δουλειά. Σκεπτόμουν, πῶς ἦταν πολλὴ δουλειά. Ἀλλὰ τώρα, προτοῦ τὸ ξέρω αὐτό, ἀπορῶ γιὰ τὰ σύννεφα. Ἤ παρατηρῶ τοὺς βράχους ἢ τὰ δέντρα. Προτοῦ τὸ ξέρω αὐτό, ἡ δουλειὰ τελειώνει καὶ δὲν μοῦ φαίνεται καθόλου γιὰ δουλειά. Μοῦ φαίνεται παιχνίδι.»

Τὸ σπουδαῖο πρᾶμα

Ὁ κύριος Σλόμαν, ποὺ ζῆ μαζὶ μὲ τὴ γυναίκα του καὶ τὰ παιδιά του στὸ

κινητὸ σχολεῖο, οὐδέποτε ἔχει περισσότερα ἀπὸ 16 μαθητὰς στὴν ἴδια χρονικὴ περίοδο. Μερικὲς φορὲς ἔχει μόνο τρεῖς ἢ τέσσαρες. Μπορεῖ νὰ δώσῃ (διαθέσῃ) στὸ κάθε παιδὶ πολὺν καιρό. Μὰ πιστεύει, ὅτι ὁ χρόνος τοῦ παιδιοῦ στὸ σχολεῖο δὲν εἶναι τὸ (πιὸ) σπουδαῖο πρᾶμα.

«Νὰ τὸ πιὸ σπουδαῖο πρᾶμα», λέει. «Πρέπει νὰ βοηθήσῃς τὸ παιδὶ νὰ θ έ λ ῃ νὰ μάθῃ. Μόλις θελήσῃ νὰ μάθῃ, ἀρχίζει νὰ βρίσκῃ ἕναν καινούργιο κόσμο.»

Ὅπως κι ὁ Ἄλεξ, πολλὰ ἄλλα ἀγροτικὰ παιδιὰ (χωριατόπαιδα) ἀρχίζουν νὰ βρίσκουν ἕναν καινούργιο κόσμο. Μαθαίνουν γιὰ τὸν κόσμο ἀπὸ δασκάλους σὰν τὸν κύριο Σλόμαν, δασκάλους σὲ κινητὰ σχολεῖα.

Παρατηρήσεις

Travels = goes from one place to another.

Experimenting = trying something in order to see if it is good; making tests to find out something.

Education = schooling; teaching; people go to school to get an education.

Rural = outside of cities.

Areas = parts of a country.

Trappers = men who cach wild animals in order to get skins.

Fishermen = men who catch fish for a living.

Lumbermen = men who make a living by cutting down trees.

Homework = lessons to be studied or prepared at home.

About = nearly; more or less.

Snowshoe = a special kind of shoe that keeps one on top of the snow.

Shy = not sure of oneself in the company of others.

Firewood = wood to make a fire.

Amazed = very much surprised.

Exclaimed = cried out in surprise.

Maps = flat drawings showing countries, towns, rivers, mountains, oceans.

Chart = a kind of map.

Eager = wanting very much.

Cow = animal that gives milk for food.

Wondering = wanting to know.

Clouds = white or gray masses in the sky from which the rain comes.

Rocks = stones.

Fun = play.

EXERCISE 385

Find the best answer

Put a cross before the best answer.

Where is there a very great need of special kinds of rural education?

a. in countries that have many schools
b. in countries that have large areas where only a few people live
c. in cities.

With what is Canada experimenting?

a. with education in the cities
b. with education in rural areas
c. with education in large towns.

How long does the traveling school stay in one place?

a. five months
b. five weeks
c. five days.

How did the children come to school?

a. by train
b. by car
c. by boat and by snowshoe.

What did the children know before they came to school?

a. many stories
b. all about the stars
c. only a few kinds of trees

What did the children make at the traveling school?

a. snowshoes and boats
b. clocks, maps and charts
c. books and pencils

When Alex came to school, what did he do?

a. he listened eagerly
b. he wondered about the clouds
c. he wrote a book

How did Alex feel about going to school?

a. he didn't like it

b. he liked it
c. he didn't feel anything.

What did Alex's mother ask him to do?

a. to look at the rocks
b. to go and get the cow
c. to make a chart

What was the most important thing to Mr. Sloman?

a. the child's time in school
b. the kind of teacher
c. helping the child want to learn.

EXERCISE 386

Right or Wrong?

Write R for **Right** before each sentence that is true according to the story. Write W for **Wrong** if the sentence is not true.

Canada is in South America.
The cities and towns of Canada have fine big schools.
Many children live far from the city schools.
The traveling school is an experiment in rural education.
The children who went to school at «Mile 138» had very good clothes.
The pupils learned that there were 52 kinds of wood.
Alex had never seen a school before the traveling school arrived at «Mile 138».
Alex said that learning was a great thing.
Mr. Sloman and his family lived in a house in the village.
The children of rural Canada are learning about the world from teachers like Mr. Sloman.

EXERCISE 387

Find the best meaning

Put a cross before the meaning that best fits the word as it is used in the story.

experimenting — a) trying something, b) knowing something, c) learning to do something.

exclamed — a) talked, b) cried out in surprise, c) learned.

area — a) a map b) a part of a country c) a town.

rural — a) outside of cities, b) near a school, c) with many people.

far — a) near, b) beside, c) not near.

travel — a) to walk, b) to go from one place to another, c) to talk

homework — a) a job for one's mother, b) lessons to be studied at home c) maps and charts.

village — a) a large town b) a rural area c) a very small town

shy — a) happy b) poor c) not sure of oneself.

amazed — a) greatly surprised, b) very happy c) very eager.

EXERCISE 388

Use your Vocabulary

Fill the space in each of the following sentences with the word from the list that correctly completes the meaning.

— railroad car — wondered, — trapper, — traveling, — fisherman
— snowshoes, — firewood, — fun, — pocket, — rural education

A —— is a man who makes a living by catching fish.

There are only a few schools in parts of Canada —— of a special kind is needed for the children.

Special shoes for walking on top ot the snow are called ——

Wood for making fires is called ——

The —— school was moved from one place to another by a train.

Alex's father made his living by catching wild animals in traps. He was called a ——.

Alex went home with a new pencil in his ——

When Alex went to get the cow, he —— about the clouds, the rocks and the trees.

After he learned to look at things, he liked his job. He said that it was ——.

Alex' s school was not a building; it was a ——

LIV

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 385

Where is there a very great need for special kinds of rural education?

a. in countries that have many schools.
+ b. in countries that have large areas where only a few people live
c. in cities.

With what is Canada experimenting?

a. with education in the cities
+ b. with education in rural areas
c. with education in large towns

How long does the traveling school stay in one place?

a. five months
b. five weeks
+ c. five days

How did the children come to school?

a. by train
b. by car
+ c. by boat and by snowshoe

What did the children know before they came to school?

a. many stories
b. all about the stars

+ c. only a few kinds of trees

What did the children make at the traveling school?

a. snowshoes and boats
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When Alex came to school, what did he do?

+ a. he listened eagerly
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How did Alex feel about going to school?

a. he didn't like it
+ b. he liked it
c. he didn't feel anything.

What did Alex's mother ask him to do?

a. to look at the rocks
+ b. to go and get the cow
c. to make a chart.

What was the most important thing to Mr. Sloman?

a. the child's time in school
b. the kind of teacher
+ c. helping the child want to learn.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 386

W. Canada is in South America.
R. The cities and towns of Canada have big schools.
W. Many children live far from the city schools.

R. The traveling school is an experiment in rural education.
M. The children who went to school at «Mile 138» had very good clothes.
R. The pupils learned that there were 52 kinds of wood.
R. Alex had never seen a school before the traveling school arrived at «Mile 138».
R. Alex said that learning was a great thing.
W. Mr. Sloman and his family lived in a house in the village.
R. The children of rural Canada are learning about the world from teachers like Mr. Sloman.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 387

Experimenting

\+ a. trying something
b. knowing something
c. learning to do something

Exclaimed

a. talked
\+ b. cried out in surprise
c. learned.

Area

a. a map
\+ b. a part of a country
c. a town

Rural

\+ a. outside of cities
b. near a school
c. with many people

Far

a. near
b. beside
\+ c. not near

Travel

a. to walk
\+ b. to go from one place to another.
c. to talk

Homework

a. a job for one's mother
\+ b. lessons to be studied at home
c. maps and charts.

Village

a. a large town
b. a rural area
\+ c. a very small town

Shy

a. happy
b. poor
\+ c. not sure of oneself.

Amazed

\+ a. greatly surprised
b. very happy
c. very eager

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 388

A fisherman is a man who makes a living by catching fish.

There are only a few schools in parts of Canada; rural education of a special kind is needed for the children.

Special shoes for walking on top of the snow are called snowshoes.

Wood for making fires is called firewood.

The traveling school was moved from one place to another by a train.

Alex's father made his living by catching wild animals in traps. He was called a trapper.

Alex went home with a new pencil in his pocket.

When Alex went to get the cow, he wondered about the clouds, the rocks and the trees.

After he learned to look at things, he liked his job. He said that it was a fun.

Alex's school was not a building; it was a railroad car.

A USEFUL TEST

Ἂς πάρουμε τώρα ἀκόμη ἕνα χρήσιμο τέστ, ἀπ' αὐτὰ ποὺ δίνονται στὶς ἐξετάσεις γιὰ τὸ Proficiency τοῦ Michigan.

Instructions:

In each of the following pairs of sentences choose the right sentence by making a cross in the appropriate space, A or B.

Example:

A. I except this gift for the city.
B. I accept this gift for the city.

Sentence B is correct. Make a cross in the space marked B.

A. Everyone was there except Mary.
B. Everyone was there accept Mary.

A. When placing the blame, they accepted Henry.
B. When placing the blame, they excepted Henry.

A. The prisoners effected their escape.
B. The prisoners affected their escape.

A. He reloaded the cart.
B. He reloaded the cart again.

A. Willy is sometimes very aggravating.
B. Willy is sometimes very annoying.

A. This is all the longer I can stand.

B. This is as long as I can stand.

A. This was as far as he could go.
B. This was all the farther he could go.

A. He divided his food among his friends.
B. He divided his food between his friends.

A. The two brothers divided the profits among themselves.
B. The two brothers divided the profits between themselves.

A. There were discussions between the teacher and her young pupils.
B. There were discussions among the teacher and her young pupils.

A. He scolded her, and so she cried.
B. He scolded her, and she cried.

A. I like this better as that.
B. I like this better than that.

A. I don't know where he is.
B. I don't know where he's at.

A. I have waited here for an hour.
B. I have awaited here for an hour.

A. He returned back with bad news.
B. He returned with bad news.

A. I feel bad.
B. I feel badly.

A. She desired him to come badly.
B. She very much desired him to come.

A. You can blame this accident on the pedestrian.
B. You can blame the pedestrian for this accident.

A. Blame the poor brakes.
B. Blame it on poor brakes.

A. Both boys called the other names.
B. Each of the two boys called the other names.

A. Each sister wore a red ribbon.
B. Both sisters wore a red ribbon.

A. There is no doubt but that he will agree.
B. There is no doubt that he will agree.

A. Mother says I may go.
B. Mother says I can go.

A. He can't hardly talk.
B. He can hardly talk.

A. In several instances the books were without covers.
B. Several books were without covers.

A. This hat is not the kind I prefer.
B. This hat is not the character I prefer.

A. My coming at this time is a coincidence.
B. My coming and your misfortune are a coincidence.

A. I work in the day — I wouldn't work at night for anything.
B. I work days — I wouldn't work nights for anything.

A. I worked there for years.
B. I worked there years.

A. My record is vastly different than yours.
B. My record is vastly different from yours.

A. We had such an elegant dinner.
B. The dinner we had was in elegant taste.

A. There was no one there but me.
B. There was no one else there but me.

A. I'm enthusiastic.
B. I'm all enthused.

A. Do you ever think he will succeed?
B. Do you think he will ever succeed?

A. We can walk no farther today.
B. We can walk no further today.

A. His former attitude was much better than his later behavior.
B. His former attitude was much better from his later behavior.

A. I am scared of bugs.
B. I am afraid of bugs.

A. I am frightened of high places.
B. I am afraid of high places.

A. George has a lease.
B. George has got a lease.

A. If I was you, I should do it.
B. If I were you, I should do it.

A. Do you mean to infer that I am incompetent?
B. Do you mean to imply that I am incompetent?

A. It says in the paper that it may rain.
B. The paper says that it may rain.

Νὰ τώρα καὶ οἱ σωστὲς λύσεις τῶν ἀσκήσεων τοῦ προηγουμένου τέστ :

+ A. Everyone was there except Mary.
  B. Everyone was there accept Mary.

  A. When placing the blame, they accepted Henry.
+ B. When placing the blame, they expected Henry.

+ A. The prisoners effected ·their escape.
  B. The prisoners affected their escape.

+ A. He reloaded the cart.
  B. He reloaded the cart again.

  A. Willy is sometimes very aggravating.
+ B. Willy is sometimes very annoying.

+ A. This is all the longer I can stand.
  B. This is as long as I can stand.

+ A. This was as far as he could go.
  B. This was all the farther he could go.

+ A. He divided his food among his friends.
  B. He divided his food between his friends.

  A. The two brothers divided the profits among themselves.
+ B. The two brothers divided the profits between themselves.

+ A. There were discussions between the teacher and her young pupils.
  B. There were discussions among the teacher and her young pupils.

  A. He scolded her, and so she cried.
+ B. He scolded her, and she cried.

A. I like this better as that.
+ B. I like this better than that.

+ A. I don't know where he is.
B. I don't know where he's at.

+ A. I have waited here for an hour.
B. I have awaited here for an hour.

A. He returned back with bed news.
+ B. He returned with bad news.

+ A. I feel bad.
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A. She desired him to come badly.
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A. You can blame this accident on the pedestrian.
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B. Mother says I can go.

A. He can't hardly talk.
+ B. He can hardly talk.

A. In several instances the books were without covers.
\+ B. Several books were without covers.

\+ A. This hat is not the kind I prefer.
B. This hat is not of the character I prefer.

A. My coming at this time is a coincidence.
\+ B. My coming and your misfortune are a coincidence.

\+ A. I work in the day — I wouldn't work at night for anything.
B. I work days — I wouldn't work nights for anything.

\+ A. I worked there for years.
B. I worked there years.

A. My record is vastly different than yours.
\+ B. My record is vastly different from yours.

A. We had such an elegant dinner.
\+ B. The dinner we had was in elegant taste.

\+ A. There was no one there but me.
B. There was no one else there but me.

\+ A. I'm enthusiastic.
B. I'm all entused.

A. Do you ever think he will succeed?
\+ B. Do you think he will ever succeed?

\+ A. We can walk no farther today.
B. We can walk no further today.

\+ A. His former attitude was much better than his later behavior.

B. His former attitude was much better from his later behavior.

A. I am scared of bugs.
+ B. I am afraid of bugs.

A. I am frightened of high places.
+ B. I am afraid of high places.

+ A. George has a lease.
B. George has got a lease.

A. If I was you, I should do it.
+ B. If I were you, I should do it.

A. Do you mean to infer that I am incompetent?
+ B. Do you mean to imply that I an incompetent?

A. It says in the paper that it may rain.
+ B. The paper says that it may rain.

TEXT

Thermometers

In the Centigrade thermometer, used in Greece and elsewhere, the freezing point of water is at 0 and the boiling point at 100 degrees; blood heat is 36,7 degrees.

In the Fahrenheit thermometer, used in the United States and Great Britain, the freezing point of water is 32 degrees and the boiling point 212 degrees; blood heat is 98 degrees.

To convert Fahrenheit degrees to Centigrade, subtract 32 and multiply by 5)9. To convert Centigrade to Fahrenheit, multiply by 5/6 and add 32 degrees.

TRANSLATION

ΘΕΡΜΟΜΕΤΡΑ

Στὸ ἑκατοντάβαθμο θερμόμετρο (Κελσίου), ποὺ χρησιμοποιεῖται στὴν Ἑλλάδα κι ἀλλοῦ, τὸ νερὸ παγώνει στοὺς 0 βαθμοὺς καὶ βράζει στοὺς 100 βαθμούς. Ἡ θερμοκρασία τοῦ αἵματος εἶναι 36,7 βαθμοί.

Στὸ θερμόμετρο Φαρενάϊτ, ποὺ χρησιμοποιεῖται στὶς Ἡνωμένες Πολιτεῖες καὶ στὴ Μεγάλη Βρεταννία, τὸ νερὸ παγώνει στοὺς 32 βαθμοὺς καὶ βράζει στοὺς 212 βαθμούς. Ἡ θερμοκρασία τοῦ αἵματος εἶναι 98 βαθμοί.

Γιὰ νὰ μετατρέψουμε βαθμοὺς Φαρενάϊτ σὲ Κελσίου, ἀφαιροῦμε 32 καὶ πολλαπλασιάζουμε ἐπὶ 5)9. Γιὰ νὰ μετατρέψουμε βαθμοὺς Κελσίου σὲ Φαρενάϊτ, πολλαπλασιάζουμε ἐπὶ $^9/_5$ καὶ προσθέτουμε 32 βαθμούς.

Παρατηρήσεις

freezing point = σημεῖον πήξεως, τὸ σημεῖο ὅπου παγώνει τὸ νερό.
boiling point = σημεῖο βρασμοῦ.
convert = μετατρέπω
subtract = ἀφαιρῶ
multiply = πολλαπλασιάζω
add = προσθέτω
blood = αἷμα

Προσοχὴ

Τὰ δύο **ο** (oo) στὴν ἀγγλικὴ γλῶσσα προφέρονται **ου**, π.χ. room (ρουμ) = δωμάτιο.

᾿Εξαιροῦνται:

floor (φλόορ) = πάτωμα
door (ντόορ) = πόρτα
blood (μπλαντ) = αἷμα
flood (φλαντ) = πλημμύρα

LV

TEXT

JANE EYRE

Charlotte Bronte (1816 - 1855) lived most of her life in Yorkshire, but was two years in Brussels. Her poems were failures, but she is famous as a novelist. This passage from Jane Eyre (the best known of her novels) describes the origin and results of a fire. (Note: In this extract Edward is Mr. Rochester.)

— But now, I said, I have a particular reason for wishing to hear all about the fire. Was it believed that this lunatic, Mrs. Rochester, had any hand in it?

— Yes, madam: it's quite certain that she and nobody else set it going. She had a woman to take care of her called Mrs. Poole — an able woman, and very trustworthy, but for one fault — a fault common among such people — she kept a private bottle of gin by her, and sometimes took a drop too much. It is excusable, for she had a hard life: but still it was dangerous: for when Mrs. Poole was fast asleep after the gin and water, the mad lady, who was as cunning as a witch, would take the keys out of her pocket, let herself out of her room, and go wandering about the house, doing any wild thing that came into her head. They say she had nearly burnt her husband in his bed once: but I don't know about that. However, on this night, she set fire first to the hangings of the room next to her own, and then she got down to a lower floor, and made her way to the room that had been the governess's, and she set fire to the bed there: but there was nobody sleeping in it, fortunately. The governess had run away two months before; and although Mr. Rochester sought her as if she had been the most precious

thing he had in the world, he never could hear a word of her; and he grew savage — quite savage in his disappointment: he never was a wild man, but he got dangerous after he lost her. He wanted to be alone too. He sent Mrs. Fairfax, the housekeeper, away to her friends at a distance, but he gave her some money: and she deserved it — she was a very good woman. He stopped visiting his friends and shut himself up at the Hall.

— What! did he not leave England?

— Leave England? Oh, no! He would not cross the doorstep of his house, except at night, when he walked just like a ghost about the garden as if he had lost his senses — and in my opinion he had. For a braver gentleman than he was before that governess ran away, you never saw, madam. He was not a man given to wine, or cards, or racing, as some are, and he was not so very handsome; but he had a courage and a will of his own. I knew him from a boy, you see.

— Then Mr. Rochester was at hone when thef ire broke out?

— Yes, indeed was he, and he went up to the attics when all was burning above and below, and got the servants out of their beds and helped them down himself, and went back to get his mad wife. And then they called out to him that she was on the roof, where she was standing, waving her arms and shouting out till they could hear her a mile off: I saw her and heard her myself. She was a big woman, and had long black hair: we could see it streaming against the flames as she stood. I saw, and several more saw, Mr. Rochester ascend on to the roof; we heard him call "Bertha!" We saw him approach her; and then, madam, she cried out and gave a spring, and the next minute she lay on the ground below.

— Dead?

— Dead. Yes, as dead as the stones on which she lay.

— Good heavens!

— You may well say so, madam; it was frightful!

— And afterwards? I asked.

—Well, madam, afterwards the house was burnt to the ground; there are only some bits of walls standing now.

—Were any other lives lost?

— No — perhaps it would have been better if there had been.

—What do you mean?

— Poor Mr. Edward! he cried. I little thought ever to have seen it! I pity him.

— You said he was alive, I exclaimed.

— Yes, yes; he is alive; but many think he had better be dead.

—Why? How? My blood was running cold. Where is he? I demanded. Is he in England?

— Yes, yes; he's in England; he can't get out of England now.

What agony was this?

— He is quite blind, he said at last. Yes, he is blind.

I had feared worse. I had feared he was mad. I asked what had caused his blindness.

— It was all his own courage and perhaps his kindness, madam; he wouldn't leave the house till every one else was out before him. As he came down the great stairs at last, after Mrs. Rochester had flung herself from the roof, there was a great crash — all fell. He was taken out from under the ruins, alive, but sadly hurt. A beam had fallen in such a way as to protect him partly; but one eye was knocked out, and one hand had to be taken off. He lost the sight of the other eye also. He is now helpless, indeed.

—Where is he? Where does he now live?

— At Ferndean, a house on a farm which he has, about thirty miles off.

—Who is with him?

— Old John and his wife; he will have no one else. He is quite broken down, they say.

— Have you any sort of carriage?

— Yes, madam.

— Let it be got ready immediately; and if your man can drive me to Ferndean before dark this day, I'll pay both you and him twice what you usually demand.

* * *

TRANSLATION

ΤΖΕΗΝ ΕΙΡ

(Τῆς ΚΑΡΛΟΤΤΑΣ ΜΠΡΟΝΤΕ)

Ἡ Καρλόττα Μπροντὲ (1816—1855) πέρασε τὸ μεγαλύτερο μέρος τῆς ζωῆς της στὸ Γιόρκσαϊρ. ἀλλὰ ἔζησε καὶ δυὸ χρόνια στὶς Βρυξέλλες. Τὰ ποιήματά της ἦταν ἀποτυχημένα, σὰν διηγηματογράφος, ὅμως, ἔγινε διάσημη. Αὐτὸ τὸ ἀπόσπασμα ἀπὸ τὴν Τζέην Ἔϊρ (τὸ πιὸ γνωστὸ ἀπὸ τὰ μυθιστορήματά της) περιγράφει τὴν προέλευση καὶ τὰ ἀποτελέσματα μιᾶς πυρκαγιᾶς. (Σημ. Ὁ Ἐδουάρδος, ποὺ ἀναφέρεται σ' αὐτὸ τὸ ἀπόσπασμα, εἶναι ὁ κ. Ρότσεστερ.)

— Ὅμως τώρα, εἶπα, ἔχω ἰδιαίτερο λόγο γιὰ νὰ ἐπιθυμῶ νὰ μάθω τὸ κάθε τι γιὰ τὴν πυρκαγιά. Τὸ πιστεύαν ὅτι αὐτὴ ἡ τρελλή, ἡ κυρία Ρότσεστερ, εἶχε βάλει τὸ χέρι της (εἶχε καμμιὰν ἀνάμιξη) σ' αὐτήν;

— Μάλιστα, κυρία: Εἶναι ἀπολύτως βέβαιο, ὅτι ἐκείνη τὴν προκάλεσε καὶ κανεὶς ἄλλος. Εἶχε μιὰ γυναίκα γιὰ νὰ τὴν περιποιῆται, κυρα - Πούλ τὴ λέγανε. Ἦταν ἱκανὴ γυναίκα καὶ πολὺ ἄξια ἐμπιστοσύνης, ἐκτὸς ἀπὸ ἕνα ἐλάττωμα [ποὺ εἶχε] — ἕνα ἐλάττωμα πολὺ συνηθισμένο στοὺς ἀνθρώπους αὐτῆς τῆς κατηγορίας — εἶχε πάντα κοντά της ἕνα δικό της μπουκάλι τζὶν καὶ πότε - πότε ἔπινε καμμιὰ γουλιὰ παραπάνω. Τὸ ἐλάττωμά της αὐτὸ ἦταν ἀξιοσυχώρετο γιατὶ ἡ ζωή της ἦταν σκληρή. Ὡστόσο ἦταν ἐπικίνδυνο ἐλάττωμα. Γιατὶ ὅταν ἡ κυρα - Πούλ βυθιζόταν στὸν ὕπνο μετὰ ἀπὸ τὸ νερωμένο τζίν, ἡ τρελλὴ κυρία, ποὺ ἦταν πανούργα σὰ μάγισσα, τῆς ἔπαιρνε τὰ κλειδιὰ ἀπ' τὴν τσέπη της, ξεπόρτιζε ἀπ' τὸ δωμάτιό της καὶ τριγυρνοῦσε μέσα στὸ σπίτι κάνοντας ὅποια παλαβωμάρα τῆς ἐρχόταν στὸ κεφάλι. Λένε πῶς κάποτε παραλίγο νὰ κάψη τὸν ἄντρα της στὸ κρεββάτι του, ἀλλὰ ἐγὼ δὲν ξέρω τίποτα γι' αὐτὴ τὴν ὑπόθεση. Ὡστόσο, κεῖνο τὸ βράδυ ἔβαλε φωτιὰ πρῶτα στὶς κουρτίνες ἑνὸς δωματίου δίπλα στὸ δικό της κι ἔπειτα κατέβηκε ἕνα πάτωμα χαμηλότερα καὶ τράβηξε γιὰ τὸ δωμάτιο τῆς γκουβερνάντας κι ἔβαλε φωτιὰ στὸ κρεββάτι ποὺ ἦταν ἐκεῖ. Ἀλλὰ κανεὶς δὲν κοιμόταν σ' αὐτό, εὐτυχῶς. Ἡ γκουβερνάντα τὸ εἶχε σκάσει πρὶν ἀπὸ δυὸ μῆνες. Καὶ μ' ὅλο ποὺ ὁ κ. Ρότσεστερ εἶχε ψάξει παντοῦ καὶ τὴν ἀναζητοῦσε σὰ νὰ ἦταν τὸ πιὸ πολύτιμο πρᾶγμα ποὺ εἶχε στὸν κόσμο, δὲ βρέθηκε κανεὶς

νὰ τοῦ πῆ (δὲ μπόρεσε ν᾽ ἀκούση) οὔτε λέξη γι᾽ αὐτήν. Κι εἶχε ἀγριέψει, πολὺ εἶχε ἀγριέψει ἀπ᾽ τὴν ἀπογοήτευσή του. Ποτέ του δὲν ἦταν ἄγριος ἄνθρωπος στὸ παρελθόν, ὅμως ὅταν τὴν ἔχασε, ἔγινε ἐπικίνδυνος. Κοντὰ στ᾽ ἄλλα ἤθελε νὰ μένη μόνος του. Ἔστειλε τὴν κυρία Φαίρφαξ, τὴν οἰκονόμο, σὲ κάποιο φιλικό της σπίτι ἀρκετὰ μακριά, ἀλλὰ τῆς ἔδωσε μερικὰ χρήματα. Καὶ τῆς ἄξιζαν — ἦταν πολὺ καλὴ γυναίκα. Ἔπαψε νὰ κάνη ἐπισκέψεις στὰ σπίτια τῶν φίλων του καὶ κλείστηκε στὸ ἀρχοντικό του.

— Πῶς! Δὲν εἶχε φύγει ἀπ᾽ τὴν Ἀγγλία;

— Νὰ φύγη ἀπ᾽ τὴν Ἀγγλία; Ὤ, ὄχι! Μόνο δὲν διάβαινε τὸ κατώφλι τοῦ σπιτιοῦ του, ἐκτὸς ἀπὸ τὴ νύχτα, ὁπότε τριγύριζε σὰ φάντασμα μέσα στὸν κῆπο σὰ νἆχε χάσει τὰ συλλοϊκά του — καί, κατὰ τὴ γνώμη μου, τὰ εἶχε στ᾽ ἀλήθεια χάσει. Γιατί, προτοῦ τὸ σκάση ἐκείνη ἡ γκουβερνάντα, δὲ θὰ μποροῦσε, κυρία, νὰ βρεθῆ πουθενὰ καλύτερος κύριος. Δὲν ἦταν ἄνθρωπος ποὺ νὰ τὸ ρίχνη στὸ κρασί, στὰ χαρτιὰ ἢ στὶς κοῦρσες, ὅπως κάνουν μερικοὶ ἄλλοι, οὔτε καὶ ἦταν κανένας πάρα πολὺ ὄμορφος. Ἀλλὰ ἦταν θαρραλέος καὶ (προικισμένος) μὲ δική του θέληση. Τὸν ἤξερα, βλέπετε, ἀπὸ παιδί.

— Τότε, ὁ κ. Ρότσεστερ βρισκόταν στὸ σπίτι του ὅταν ξέσπασε ἡ πυρκαγιά;

— Ναί, καὶ βέβαια ἦταν. Κι ἀνέβηκε ἀπάνω στὴ σοφίτα ὅταν ὁλάκερο τὸ χτίριο καιγόταν ἀπὸ κάτω ὡς ἀπάνω, καὶ σήκωσε τοὺς ὑπηρέτες ἀπ᾽ τὰ κρεββάτια τους καὶ τοὺς βοήθησε ὁ ἴδιος νὰ κατέβουν κάτω καὶ μετὰ ξαναπῆγε πίσω νὰ φέρη ἔξω τὴν τρελλὴ γυναίκα του. Καὶ ὕστερα τοῦ φώναξαν πὼς ἡ γυναίκα του ἦταν στὴ στέγη ὅπου στεκόταν καὶ κούναγε τὰ χέρια της καὶ ξεφώνιζε ἔτσι ποὺ μποροῦσαν νὰ τὴν ἀκούσουν ἕνα μίλι μακριά: τὴν εἶδα καὶ τὴν ἄκουσα ἐγὼ ὁ ἴδιος. Ἦταν μιὰ μεγαλόσωμη γυναίκα μὲ μακριὰ μαῦρα μαλλιά. Τὰ βλέπαμε, ν᾽ ἀνεμίζουν, ἔτσι ὅπως στεκόταν μὲ φόντο τὶς φλόγες. Εἶδα καὶ κάμποσα ἄλλα, εἶδα τὸν κύριο Ρότσεστερ ν᾽ ἀνεβαίνη πάνω στὴ στέγη. Τὸν ἀκούσαμε νὰ τῆς φωνάζη : «Μπέρθα!». Τὸν εἴδαμε νὰ τὴν πλησιάζη καὶ τότε, κυρία, ἐκείνη ἔμπηξε μιὰ φωνὴ κι ἔδωσε ἕνα πήδημα καὶ τὴν ἄλλη στιγμὴ κειτόταν κάτω στὸ χῶμα.

— Ἄψυχη;

— Ἄψυχη. Ναί, τόσο ἄψυχη ὅσο κι οἱ πέτρες πάνω στὶς ὁποῖες κειτόταν.

— Ὤ, Θεέ μου φύλαγε!

— Πραγματικά, μπορεῖτε νὰ τὸ λέτε αὐτό, κυρία. Ἦταν φοβερό!

— Κι ὕστερα; ρώτησα.

— Λοιπόν, κυρία, τὸ σπίτι ἔγινε ὅλο στάχτη. Μονάχα κάτι μισογκρεμισμένα ντουβάρια ἔχουν ἀπομείνει τώρα.

— Ἔχασε κανένας ἄλλος τὴ ζωή του;

— Ὄχι — μὰ ἴσως θἆταν πιὸ καλὸ νὰ τὴν εἶχε χάσει.

— Τί ἐννοεῖτε;

— Ὁ καϋμένος ὁ κύριος Ἐδουάρδος! ἀναφώνησε (ὁ χανιτζῆς). Ποτὲ δὲν τὄχα βάλει μὲ τὸ νοῦ μου ὅτι θἄβλεπα τέτοιο πρᾶγμα! Τὸν κλαίει ἡ ψυχή μου (τὸν λυπᾶμαι).

— Μὰ δὲν εἴπατε ὅτι ἦταν ζωντανός; ἀναφώνησα.

— Ναί, ναί, ζωντανὸς εἶναι, μὰ πολλοὶ ἔχουν τὴν ἰδέα πὼς κάλλιο νἄχε πεθάνει.

— Γιατί; Πῶς; Τὸ αἷμα μου εἶχε παγώσει. Ποῦ βρίσκεται; ρώτησα. Εἶναι στὴν Ἀγγλία;

— Ναί, ναί, στὴν Ἀγγλία εἶναι. Δὲ μπορεῖ νὰ φύγῃ ἀπ' τὴν Ἀγγλία, τώρα.

Τί ἀγωνία ἦταν αὐτή;

— Εἶναι ὁλότελα τυφλός, εἶπε στὸ τέλος (ὁ χανιτζῆς). Ναί, εἶναι τυφλός.

Εἶχα φοβηθῆ πὼς θἆταν κάτι χειρότερο. Εἶχα φοβηθῆ πὼς θἆταν τρελλός. Ρώτησα τί προκάλεσε τὴν τύφλωσή του.

— Μονάχα τὸ θάρρος του, κυρία, κι ἴσως ἡ καλωσύνη του. Δὲν ἔλεγε νὰ βγῆ ἀπ' τὸ σπίτι ἂν δὲν ἔβγαιναν πρῶτα ὅλοι οἱ ἄλλοι ἀπὸ κεῖ μέσα. Κι ὅταν ἐπὶ τέλους κατέβαινε τὴ μεγάλη σκάλα, μετὰ ποὺ ἡ κυρία Ρότσεστερ εἶχε ριχτῆ κάτω ἀπ' τὴ στέγη, ἔγινε ἕνας μεγάλος συντριμμὸς — ὅλα σωριάστηκαν. Τὸν ἔβγαλαν ἀπὸ κάτω ἀπ' τὰ συντρίμμια, ζωντανό, μὰ ἀξιοθρήνητα πληγωμένο. Ἕνα δοκάρι εἶχε πέσει ἔτσι ποὺ τὸν προστάτευε κάπως [μερικά]. Ἀλλὰ τὸ ἕνα του μάτι ἦταν βγαλμένο καὶ τὸ ἕνα του χέρι χρειάστηκε νὰ τοῦ τὸ κόψουν. Κι ἔχασε τὸ φῶς του κι ἀπὸ τ' ἄλλο του μάτι. Τώρα εἶναι στ' ἀλήθεια νὰ τὸν κλαῖς (εἶναι ἀδύνατο νὰ βοηθηθῆ ἀπ' τὸν ἑαυτό του ἢ ἀπὸ ἄλλον).

— Ποῦ βρίσκεται; Ποῦ μένει τώρα;

— Στὸ Φέρντην, σ' ἕνα σπίτι ποὺ ἔχει σὲ κάποιο ἀγρόκτημά του, καμμιὰ τριανταριὰ μίλια ἀπὸ δῶ.

— Ποιός εἶναι μαζί του;

— Ὁ γερο-Τζὼν κι ἡ γυναίκα του. Δὲ θέλει κανέναν ἄλλο. Εἶναι ὁλότελα τσακισμένος, λένε.

— Ἔχετε κανένα ἀμάξι, ὅ,τι καὶ νἆναι;

— Μάλιστα, κυρία.

— Πές τε νὰ τὸ ἑτοιμάσουν ἀμέσως. Κι ἂν ὁ ἄνθρωπός σας μπορῆ νὰ μὲ πάῃ στὸ Φέρντην σήμερα προτοῦ σκοτεινιάσῃ, τότε θὰ σᾶς πληρώσω κι ἐσᾶς κι αὐτὸν τὰ διπλᾶ ἀπ' ὅσα γυρεύετε συνήθως.

VOCABULARY

lunatic	= mad
any hand	= any part in the action
it is certain	= it is sure
trustworthy	= worthy of trust or confidence. Reliable
dangerous	= attended with danger, perilous
cunning	= crafty, sly, artful, very clever.
witch	= one who practices the black art or magic.
to run away	= to escape, to leave
savage	= uncivilized, barbarous, a human being living in a state little removed from that of animals. A brutal person.
disappointment	= act or state of emotion of being disappointed.
housekeeper	= one who does or oversees the work of keeping house
to deserve	= to be wortly of (either good or evil); to merit.
doorstep	= a step before the door
ghost	= a spirit or daemon. A disembodied soul of a deceased person conceived either as a denizen of the unseen world or as appearing to the living in bodily likeness. A hence. A spectre. A spook.
indeed	= really
good Heavens!	= my God!
blind	= sightless
to cause	= to be the cause of, to effect as an agent, to bring about

ΠΑΡΑΤΗΡΗΣΕΙΣ

Nobody else set it going

Τὰ σύνθετα τοῦ ρήματος set εἶναι τὰ ἀκόλουθα :

set about = Καταπιάνομαι (μὲ μιὰ δουλειά), θέτω σὲ κυκλοφορία (φήμη)

set after = θέτω ἐπὶ τὰ ἴχνη (π.χ. to set the police after a criminal)

set against = ὑποκινῶ, ἐξερεθίζω κάποιον ἐναντίον κάποιου. to set oneself against something = ἀντιτίθεμαι σὲ κάτι

set apart = ξεχωρίζω, βάζω κατὰ μέρος

set aside = ξεχωρίζω, βάζω κατὰ μέρος, ἀπορρίπτω (μιὰ πρόταση), (νομ.) ἀκυρώνω μιὰ ἀπόφαση, τὴν ἀνατρέπω

set at = ἐξαπολύω, ἀμολάω (π.χ. τὰ σκυλιά)

set back = ἀπωθῶ, σύρω πίσω

set before = σερβίρω (ἕνα πιάτο), ὑποβάλλω (ἕνα σχέδιο)

set by = ἀποταμιεύω, βάζω στὴ μπάντα, καταθέτω, καταγράφω κάτι

set down = ἐκλαμβάνω, παίρνω κάποιον γιὰ (π.χ. δικηγόρο)

set forth = ἐκθέτω, ἀναλύω (γεγονότα), ἀναπτύσσω, παρατάσσω (ἐπιχειρήματα). Ἀναχωρῶ, ξεκινῶ (for...)

set forward = προωθῶ, σύρω ἐμπρός (π.χ. κάθισμα). Βάζω μπροστὰ τὸ ρολόι μου

set in = ἀρχίζω, βάζω μέσα, τοποθετῶ (π.χ. τζάμι)

sef off = ἀντισταθμίζω, ἰσοζυγίζω, ἐξαλείφω (χρέος). Ἀναδεικνύω, ἐξαίρω (τὶς ἱκανότητες κάποιου)

set on = σερβίρω (φαγητό). Ὑποκινῶ, παρακινῶ (κάποιον)

set out = Φυτεύω, ἐξοπλίζω, τακτοποιῶ. To set out a curve = (μαθ.) χαράσσω καμπύλην. To set a stone out = (οἰκον.) τοποθετῶ ὄρθια μιὰ πέτρα

set up = τοποθετῶ, βάζω κάτι ψηλά, σὲ ἐμφανὲς μέρος. Καθιερώνω, ἐπιβάλλω. Ἱδρύω, ὀργανώνω, σχηματίζω

ΠΑΡΑΓΩΓΑ

set-hammer = ἐγκρουστήρ, τὸ πατητὸ τοῦ σιδερᾶ (ἐργαλεῖο)

set-square = γνώμων, γωνιά, ὀρθογώνιο

Ἀρχίζουμε μιὰ σειρὰ ἀντιπροσωπευτικῶν ἀσκήσεων γιὰ ἐπανάληψη τῆς βασικώτερης ὕλης τῆς γραμματικῆς. Οἱ σπουδαστές μας νὰ προσέξουν ἰδιαίτερα αὐτὲς τὶς ἀσκήσεις. Εἶναι μιὰ εὐκαιρία νὰ φρεσκάρουν τὶς γνώσεις τους στὸν τομέα τῆς γραμματικῆς ἀπὸ τὴν ἀρχὴ ὡς τὸ τέλος.

EXERCISE 389

Νὰ κλιθοῦν τὰ ρήματα watch καὶ fly στὸν Ἐνεστῶτα Διαρκείας καὶ στὸν Ἁπλὸν Ἐνεστῶτα στοὺς τρεῖς τύπους, στὸν καταφατικό, ἀρνητικὸ καὶ ἐρωτηματικὸ σὲ ὅλα τὰ πρόσωπα.

EXERCISE 390

Γράψετε ἀπὸ ἕνα παράδειγμα μὲ τὸ καθένα ἀπὸ τὰ κτητικὰ ἐπίθετα καὶ τὶς κτητικὲς ἀντωνυμίες.

EXERCISE 391

Γράψτε τοὺς ἀρχικοὺς χρόνους τῶν ρημάτων

write, go, read, come, fly.

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 389

Pressent Continuous Tense

Affirmative Form

I am	watching
you are	watching
he is	watching
she is	watching
it is	watching
we are	watching
you are	watching
they are	watching

I am	flying
you are	flying
he is	flying
she is	flying
it is	flying
we are	flying
you are	flying
they are	flying

Negative Form

I am	not watching
you are	not watching
he is	not watching
she is	not watching
it is	not watching

we are	not	watching
you are	not	watching
they are	not	watching

I am	not	flying
you are	not	flying
he is	not	flying
she is	not	flying
it is	not	flying
we are	not	flying
you are	not	flying
they are	not	flying

Interrogative Form

Am I	watching?
Are you	watching?
Is he	waching?
Is she	watching?
Is it	watching?
Are we	watching?
Are you	watching?
Are they	watching?

Am I	flying?
Are you	flying?
Is he	flying?
Is she	flying?
Is it	flying?
Are we	flying?
Are you	flying?
Are they	flying?

Simple Present Tense

Affirmative Form

I	watch
you	watch

he	watches
she	watches
it	watches
we	watch
you	watch
they	watch

I	fly
you	fly
he	flies
she	flies
it	flies
we	fly
you	fly
they	fly

Negative Form

I	do	not watch (I don't watch)
you	do	not watch
he	does	not watch
she	does	not watch
it	does	not watch
we	do	not watch
you	do	not watch
they	do	not watch

I	do	not fly (I don't fly)
you	do	not fly
he	does	not fly
she	does	not fly
it	does	not fly
we	do	not fly
you	do	not fly
they	do	not fly

Interrogative Form

Do	I	watch?
Do	you	watch?
Does	he	watch?
Does	she	watch?
Does	it	watch?
Do	we	watch?
Do	you	watch?
Do	they	watch?

Do	I	fly?
Do	you	fly?
Does	he	fly?
Does	she	fly?
Does	it	fly?
Do	we	fly?
Do	you	fly?
Do	they	fly?

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 390

Possessive Adjectives

I am giving you **my** book
You have lost **your** newspaper
He writes **his** letters at seven o'clock
She loves **her** mother
It plays with **its** doll
We are going to **our** school
We like **your** teacher
They read **their** notes in the morning

Possessive Pronouns

This book is **mime**
this newspaper is **yours**
These letters are **his**

The mother is **hers**
The doll is **its**
This school is **ours**
This teacher is **yours**
These notes are **theirs**

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 391

write	wrote	written
go	went	gone
read	read	read
come	came	come
fly	flew	flown

TEXT

CHRISTMAS TRADITIONS IN AMERICA

Christmas is the biggest holiday of the year in America. People begin to prepare for Christmas immediately after Thanksgiving day. People in the cities put lights up in the streets; stores have Christmas things in their windows, women begin to make cookies and candy for their children and radios begin to play Christmas music. For almost a month, people think of nothing but Christmas!

There are many popular customs or traditions that people in America follow at Christmas. Some of the customs are also followed by other countries around the world. First, there is the Christmas tree a small pine, cypress or cedar tree, put up in the home and decorated with popcorn, colored balls and lights. All of the gifts of the family are then put under the tree, and they are kept there until they are opened on Christmas morning.

The idea of a tree at Christmas began in Germany. Another custom of this season is the Yule log, an idea that began in England.

During the holidays, a family might carry a large log inside the house, and put it on the fire. Then everyone throws a small piece of holly into the fire, and makes a wish for the new year. All of the problems of the old year go up in the smoke of the Yule log. Caroling is a third Christmas tradition, and it probably began in France many years ago, as part of the services of the Catholic Church. People walk from one house to another in a town, singing Christmas songs, or carols, at each one. It is interesting to remember that caroling comes from a Greek word, choravlein, which meant, in ancient Greece, to play a flute (a musical instrument) when a chorus sang.

The colors of Christmas are red and green, so the holly bush is a very popular decoration during this time of year. Other symbols of Christmas are candles, bells, wreaths, angels, and of course, Saint Nicholas, or Santa Claus. Favorite foods at Christmas are turkey and ham, many kinds of pie, and many kinds of sweets. Eggnog, a drink made from eggs, is a favorite drink. People often visit their friends at Christmas, and many people send cards to their friends, also.

Christmas comes from the two words «Christ» and «mass». A mass is a kind of service in the Catholic Church. December 25th was agreed upon as the day to give thanks for the birth of Jesus during the Middle Ages (the years from 600 a.d. to 1400 a.d.). This was also the time of year of an important Roman holiday, called Saturnalia.

We can now understand why Christmas is so popular. It is a very rich holiday, having customs from all around the world. And it helps all men to remember that they are brothers, just as Jesus Christ taught.

TRANSLATION

ΧΡΙΣΤΟΥΓΕΝΝΙΑΤΙΚΕΣ ΠΑΡΑΔΟΣΕΙΣ ΣΤΗΝ ΑΜΕΡΙΚΗ

Τὰ Χριστούγεννα εἶναι ἡ μεγαλύτερη γιορτὴ τοῦ χρόνου στὴν Ἀμερική. Ὁ κόσμος ἀρχίζει νὰ ἑτοιμάζεται γιὰ τὰ Χριστούγεννα ἀμέσως μετὰ τὴν ἡμέρα τῶν Εὐχαριστιῶν. (Τελευταία Πέμπτη τοῦ Νοεμβρίου). Στὶς πόλεις βάζουν φῶτα στοὺς δρόμους, τὰ μαγαζιὰ ἔχουν στὶς βιτρίνες τους χριστουγεννιάτικα πράγματα, οἱ γυναῖκες ἀρχίζουν νὰ κάνουν γλυκίσματα καὶ ζαχαρωτὰ γιὰ τὰ

παιδιὰ καὶ τὰ ραδιόφωνα ἀρχίζουν νὰ παίζουν χριστουγεννιάτικη μουσική. Περίπου γιὰ ἕνα μήνα οἱ ἄνθρωποι δὲν σκέπτονται τίποτε ἄλλο ἐκτὸς ἀπὸ τὰ Χριστούγεννα.

Γύρω ἀπ' τὰ Χριστούγεννα ὑπάρχουν πολλὰ λαϊκὰ ἔθιμα καὶ παραδόσεις ποὺ ἀκολουθοῦν οἱ ἄνθρωποι στὴν Ἀμερική. Μερικὰ ἀπ' τὰ ἔθιμα αὐτὰ τηροῦνται καὶ σὲ ἄλλες χῶρες σ' ὅλο τὸν κόσμο. Πρῶτα εἶναι τὸ χριστουγεννιάτικο δέντρο, ἕνα μικρὸ πεῦκο, κυπαρίσσι ἢ κέδρο, στημένο στὸ σπίτι καὶ στολισμένο μὲ καλαμπόκια, χρωματιστὲς μπάλλες καὶ φῶτα. Ὅλα τὰ δῶρα τῆς οἰκογένειας τοποθετοῦνται κάτω ἀπὸ τὸ δέντρο καὶ παραμένουν ἐκεῖ, ὥσπου νὰ ἀνοιχθοῦν τὸ πρωὶ τῶν Χριστουγέννων. Ἡ ἰδέα τοῦ χριστουγεννιάτικου δέντρου ἄρχισε στὴ Γερμανία. Ἕνα ἄλλο ἔθιμο αὐτῆς τῆς ἐποχῆς εἶναι τὸ χριστουγεννιάτικο κούτσουρο, μιὰ ἰδέα ποὺ ξεκίνησε ἀπὸ τὴν Ἀγγλία. Κατὰ τὸ διάστημα τῶν ἑορτῶν, ἡ οἰκογένεια μπορεῖ νὰ μεταφέρῃ ἕνα μεγάλο κούτσουρο μέσα στὸ σπίτι καὶ νὰ τὸ βάλῃ στὴ φωτιὰ (τοῦ τζακιοῦ). Κατόπιν καθένας ρίχνει ἕνα μικρὸ κομμάτι πουρνάρι στὴ φωτιὰ καὶ κάνει μιὰν εὐχὴ γιὰ τὸν καινούργιο χρόνο. Ὅλα τὰ προβλήματα τοῦ παλιοῦ χρόνου φεύγουν ἐπάνω μὲ τὸν καπνὸ τοῦ κούτσουρου. Ἕνα τρίτο ἔθιμο εἶναι τὰ χριστουγεννιάτικα κάλαντα, ποὺ πιθανῶς ἄρχισαν στὴ Γαλλία πρὶν ἀπὸ πολλὰ χρόνια, σὰν μέρος τῆς λειτουργίας τῆς Καθολικῆς Ἐκκλησίας. Ἄνθρωποι πηγαίνουν ἀπὸ τὸ ἕνα σπίτι στὸ ἄλλο, σὲ μιὰ πόλη, ψάλλοντας χριστουγεννιάτικα τραγούδια ἢ κάλαντα, σὲ καθένα χωριστά. Εἶναι ἐνδιαφέρον νὰ θυμώμαστε ὅτι ἡ λέξη **caroling** (τραγουδῶ τὰ κάλαντα) προέρχεται ἀπὸ τὴν ἑλληνικὴ λέξη χ ο ρ α υ λ ε ῖ ν, ποὺ σήμαινε στὴν ἀρχαία Ἑλλάδα, νὰ παίζῃς φλάουτο (ἕνα μουσικὸ ὄργανο) τὴν ὥρα ποὺ ἡ χορωδία τραγουδοῦσε.

Τὰ χρώματα τῶν Χριστουγέννων εἶναι τὸ κόκκινο καὶ τὸ πράσινο, ἔτσι ὁ πουρναρόθαμνος εἶναι πολὺ δημοφιλὴς διακόσμηση κατὰ τὴν περίοδο αὐτὴ τοῦ χρόνου. Ἄλλα σύμβολα τῶν Χριστουγέννων εἶναι τὰ κεριά, τὰ κουδούνια, τὰ στεφανάκια, οἱ ἄγγελοι καὶ ἀσφαλῶς ὁ Ἅγιος Νικόλαος καὶ ὁ Ἅγιος Βασίλειος. Προτιμώμενα φαγητὰ γιὰ τὰ Χριστούγεννα εἶναι ἡ γαλοπούλα καὶ τὸ χοιρομέρι, πολλὰ εἴδη πήτας καὶ πολλὰ εἴδη γλυκισμάτων. Ἕνα ἀγαπημένο ποτὸ εἶναι τὸ ἔγκ νόγκ, ἕνα ποτὸ ποὺ γίνεται μὲ αὐγὰ χτυπημένα μέσα σὲ γάλα, καφέ, μπύρα ἢ κρασί. Οἱ ἄνθρωποι συχνὰ ἐπισκέπτονται τοὺς φίλους τους τὰ Χριστούγεννα καὶ ἐπίσης πολλοὶ στέλνουν κάρτες στοὺς φίλους τους.

(Ἡ λέξη) Χ ρ ι σ τ ο ύ γ ε ν ν α (ἀγγλικὰ **Christmas**) προέρχεται ἀπὸ δύο λέξεις: «Χριστὸς» (Christ) καὶ «λειτουργία» (Mass). Mass εἶναι εἶδος λειτουργίας τῆς Καθολικῆς Ἐκκλησίας. Κατὰ τὸν Μεσαίωνα (ἀπὸ τὸ 600 μ.Χ. ὡς τὸ 1400 μ.Χ.) συμφωνήθηκε νὰ ἑορτάζεται ἡ 25η Δεκεμβρίου σὰν ἡμέρα ἐκφράσεως εὐχαριστιῶν γιὰ τὴ γέννηση τοῦ Χριστοῦ. Αὐτὴ ἦταν ἐπίσης ἡ ἑ-

ποχὴ τοῦ ἔτους μιᾶς σπουδαίας ρωμαϊκῆς γιορτῆς, ποὺ ὠνομαζόταν Σατουρνάλια.

Τώρα μποροῦμε νὰ καταλάβουμε γιατί τὰ Χριστούγεννα εἶναι τόσο δημοφιλῆ. Εἶναι μιὰ πολὺ πλούσια γιορτή, ποὺ ἔχει ἔθιμα ἀπ' ὅλο τὸν κόσμο. Καὶ βοηθάει ὅλους τοὺς ἀνθρώπους νὰ θυμοῦνται, ὅτι ὅλοι εἶναι ἀδέλφια, ἔτσι ἀκριβῶς ὅπως δίδαξε ὁ Χριστός.

VOCABULARY

tradition = oral delivery of something to be learned; instruction by word of mouth. The oral transmission of information, beliefs, customs etc. from ancestors to posterity wirhout written memorials; also a belief, practice etc, so transmitted.

nothing but Christmas = nothing else except Christmas

to decorate = to improve by addition of something beautiful or becoming; to adorn, to garnish

to carol = to sing joyfully, to celebrate in song, especially, in Christmas

popular = beloved or approved by the people.

ΠΑΡΑΤΗΡΗΣΕΙΣ

. . . are put under the tree

Τὰ σύνθετα τοῦ ρήματος put εἶναι τὰ ἀκόλουθα:

put about = θέτω σὲ κυκλοφορία (φήμην), ἐνοχλῶ κάποιον, ἀναστρέφω
to put a ship about = ἀναστρέφω τὸ πλοῖον

put across = μεταφέρω, διαμετακομίζω, τὰ βγάζω πέρα, πετυχαίνω
to put a deal across = κλείνω μιὰ συμφωνία, κάνω μιὰ δουλειὰ
you can't put that across me = δὲν μοῦ τὴ σκᾶς

put aside = βάζω κάτι κατὰ μέρος, ξεφορτώνομαι κάτι
then Zeus put aside his wrath = τότε ὁ Δίας ἄφησε τὸ θυμό του νὰ ξεσπάση

put away = βάζω κάτι στὴ θέση του, τακτοποιῶ, παραμερίζω, διώχνω, σκοτώνω, δολοφονῶ
the dog had be put away = χρειάσθηκε νὰ ξεκάνουμε τὸ σκυλὶ

put back = ξαναβάζω κάτι στὴ θέση του. Ποδίζω λόγῳ κακοκαιρίας (ἐπὶ πλοίου)

put by = παραμερίζω, παρακάμπτω (ζήτημα), ἀποταμιεύω, βάζω στὴ μπάντα
the peasant has always something put by = ὁ χωριάτης πάντα ἔχει κάτι στὴ μπάντα (φυλαγμένο)

put down = καταθέτω, βάζω κάτω, ἀκουμπῶ, καταστέλλω, συντρίβω (ἀνταρσία), ταπεινώνω, ἐκφοβίζω, κλείνω (τὴν ὀμπρέλα μου), σημειώνω κάτι στὸ χαρτί, θεωρῶ (κάποιον)
I had put him down for a fool = τὸν ἔπαιρνα γιὰ ἠλίθιο

put forth = ἐξασκῶ, χρησιμοποιῶ (τὴ δύναμή μου), δημοσιεύω, βγάζω κλαριὰ (γιὰ δένδρο)
the leaves are putting forth = τὰ φύλλα βγαίνουν, ξεπετιοῦνται

put forward = ἐκφράζω, διατυπώνω, ἐμφανίζω, ἐπικαλοῦμαι (δικαιολογίαν), προτείνω
to put someone forward for a decoration = προτείνω κάποιον γιὰ παρασημοφορία

put from = ἀπομακρύνω, διώχνω
he put these thoughts from him = ἔδιωξε τὶς σκέψεις αὐτὲς ἀπὸ τὸ μυαλό του

put in = βάζω μέσα, εἰσάγω, χώνω, προσεγγίζω στὸ λιμάνι, βάζω ὑποψηφιότητα (σὲ ἐκλογές)

to put in for an election = βάζω υποψηφιότητα στὶς ἐκλογὲς
to put the key in the lock = βάζω τὸ κλειδὶ μέσα στὴν κλειδαριὰ

put off = βγάζω (φόρεμα), ἀνοίγομαι (στὸ πέλαγος)
to be put off eggs = ἀηδίασα τὰ αὐγὰ
to put off from the shore = ἐγκαταλείπω τὴν ἀκτὴ

put on = αὐξάνω, ἀνεβάζω (τὴν τιμή), φοράω (τὰ ροῦχα μου)
to put the kettle on = βάζω τὴν κατσαρόλα στὴ φωτιὰ
to put a play on = ἀνεβάζω θεατρικὸ ἔργο
to put on weight = παίρνω βάρος, παχαίνω
to put on light = ἀνάβω τὸ φῶς
to ask to be put on to someone = ζητῶ νὰ μὲ συνδέσουν τηλεφωνικῶς μὲ κάποιον.

put out = προτείνω, ἁπλώνω τὸ χέρι, βγάζω ἔξω, ἐξαρθρώνω, στραμπουλάω, ζαλίζω, σαστίζω
to put someone out of the room = βγάζω κάποιον ἔξω ἀπὸ τὸ δωμάτιο
to put out one's shoulder = ἐξαρθρώνω τὸν ὦμο μου
nothing ever put him out = δὲν τὰ ἔχασε ποτέ του
he never gets put out = δὲν σαστίζει ποτέ του
to put out a baby to nurse = ἀναθέτω ἕνα μωρὸ σὲ παραμάνα.

put over = put across

put through = φέρω εἰς πέρας πραγματοποιῶ
to put someone through to someone = συνδέω κάποιον τηλεφωνικῶς μὲ κάποιον ἄλλον

put to = ζεύω (ἄλογο), συνδέω (ἀτμομηχανή)
tell the coachman to put to = πὲς στὸν ἁμαξᾶ νὰ ζέψῃ
he was hard put to it to find a substitute =

βασανίστηκε πολύ, τράβηξε τὸ διάβολό του γιὰ νὰ βρῆ ἀντικαταστάτη

put together = συναρμολογῶ, μοντάρω (μηχανή)
to put two and two together = προσθέτω δύο καὶ δύο
to put a few things together in a handbag = χώνω μερικὰ πράματα σὲ μιὰ τσάντα

put up = σηκώνω, ὑψώνω, ὑποβάλλω (αἴτηση), συσκευάζω, πακετάρω, προσφέρω στέγη, στεγάζω
to put up a candidate = προτείνω ὑποψήφιον σὲ ἐκλογὲς
to put up something for sale = προσφέρι κάτι γιὰ πούλημα
a put up job = μαγειρεμένη δουλειὰ

put upon = ἐξαπατῶ, ἐκμεταλλεύομαι (κάποιον)

EXERCISE 392

Γράψετε τὸν Μέλλοντα καὶ τὸν Ἀόριστο τῶν ρημάτων write καὶ go στοὺς τρεῖς τύπους καταφατικό, ἀρνητικὸ καὶ ἐρωτηματικό.

EXERCISE 393

Γράψετε τοὺς ἀρχικοὺς χρόνους τῶν ρημάτων

send, sing, be, forget, put

VLII

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 393

Future Tense

Affirmative form

I	shall	write
you	will	write
he	will	write
she	will	write
it	will	write
we	shall	write
you	will	write
they	will	write

I	shall	go
you	will	go
he	will	go
she	will	go
it	will	go
we	shall	go
you	will	go
they	will	go

Negative Form

I	shall	not	write
you	will	not	write
he	will	not	write
she	will	not	write

it	will	not	write
we	shall	not	write
you	will	not	write
they	will	not	write

I	shall	not	go
you	will	not	go
he	will	not	go
she	will	not	go
it	will	not	go
we	shall	not	go
you	will	not	go
they	will	not	go

Interrogative Form

shall	I	write?
will	you	write?
will	he	write?
will	she	write?
will	it	write?
shall	we	write?
will	you	write?
will	they	write?

shall	I	go?
will	you	go?
will	he	go?
will	she	go?
will	it	go?
shall	we	go?
will	you	go?
will	they	go?

Simple Past Tense

Affirmative Form

I	wrote
you	wrote

he	wrote
she	wrote
it	wrote
we	wrote
you	wrote
they	wrote

I	went
you	went
he	went
she	went
it	went
we	went
you	went
they	went

Negative Form

I	did	not	write
you	did	not	write
he	did	not	write
she	did	not	write
it	did	not	write
we	did	not	write
you	did	not	write
they	did	not	write

I	did	not	go
you	did	not	go
he	did	not	go
she	did	not	go
it	did	not	go
we	did	not	go
you	did	not	go
they	did	not	go

Interrogative Form

did	I	write?
did	you	write?
did	he	write?
did	she	write?
did	it	write?
did	we	write?
did	you	write?
did	they	write?

did	I	go?
did	you	go?
did	he	go?
did	she	go?
did	it	go?
did	we	go?
did	you	go?
did	they	go?

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 394

send	sent	sent
sing	sang	sung
be	was	been
forget	forgot	forgotten
put	put	put

TEXT

THE WORLD OF GRANDMA MOSES

(By DOROTHY THOMSON)

There is a law of life and nature that works without fail. It is that everything must be paid for. Every loss brings some gain; every

gain involves a loss. For everything one desires, something that one also cherishes must be exchanged.

The paintings of Grandma Moses and their extraordinary popularity seem to me to illustrate this. The painter herself is a phenomenon. Though she never painted seriously until she was seventy - seven, and had no formal training whatever, the pictures of this farm woman, whose life since childhood has been one of hard toil, have captured the critics, fascinated the public, and made her at ninety - six, by her own standards at least, a rich woman.

Being hailed by the critics as an "authentic American primitive" has raised the prices of her pictures and attracted those buyers who look at all purchases of art as an investment that will retain or increase its money value. But there is no money value in the reproductions that others buy and live with so pleasurably.

She is not one of the great artists, whose work is always marked by intense and original expression, rising above but grounded upon superb craft. She lacks their power to disturb, or provoke wonder, or provide for the viewer a new and distinguished experience. What, then, accounts for her fame? Is it not that she illustrates a world that has gone, never to be recovered, and that, as we look back upon it, seems like a lost paradise?

Grandma Moses pictures ideal scenes from the northern New York farming community as she recalls them from her childhood and youth. What distinguishes them is freedom, good cheer, and limitless, varied activity, going on without the pressures of mechanical time.

But how was life actually conducted?

It was a life of "back - breaking" toil, almost totally without "labor - saving" devices. The horsepower of the farm was horses, mules, or oxen whom the farmer followed with his plow and other implements. Fuel was cut in the woods with an axe (not a powered chain saw) and split or sawed by hand. Homes were heated, food was cooked, and water heated by wood - burning stoves. Laundry was washed on a scrub board with homemade soap and pressed with irons heated on the stove. Children attended ungraded school irregularly, seldom went beyond "grammar" school, and often left to work with their fathers after the fifth or sixth grade, though there were exceptions — those who went on to "academies" and farther, as the biographies of many great Americans show, but even then "working their way through."

The farm was a place of endless activity, in which everyone parti-

cipated, including very small children. There were always cattle and poultry to feed, gardens to cultivate, wood to split, lamps to be cleaned and filled, clothes to be cut, sewed, made over, and patched. Berries had to be picked, apples gathered, butter made, vegetables and fruit canned in jars, and meat salted, smoked, or also canned. Long shelves crowded with jars hung from the ceilings of deep cellars along with bacon and hams. Barrels and great stone jars held salt pork, pickled beets, cucumbers, apples. There were sacks full of dried beans, carrots, and other vegetables in boxes of sand, and always a huge supply of potatoes.

These cellars were really "stores", holding most of the foods one can buy in stores today. And all this autumn - to - autumn store was grown and processed by the family itself.

As a child and young girl whose father was a minister in northern New York in villages surrounded by farms, I often visited the farm families and once lived with one of them for several months. My memories are of amazing abundance, of breakfasts that would be other people's dinners and dinners that would be others' banquets. Not *one* dessert, but pie, cake, *and* cookies following meat, potatoes, or a huge dish of eggs and an array of vegetables, with pickles on the side. Homemade bread every day, fresh from the oven, and consumed with the giant appetites of those always in fresh air and on the move. I was "allowed" to collect eggs, pick and shell peas, gather berries, make beds and ride the farm horses, all of which seemed to me, working with other boys and girls, the most superior form of play I had ever known.

Sleeping rooms then were "chambers," their beds covered with "comforters," sewn in tiny stiches by hand, on top of feather beds stuffed with the softer feathers of the farm's slaughtered poultry. And if the rooms were chilly, so much warmer the beds.

The kitchen, always the largest, brightest room in the house, was the center of family life, the sitting room being opened only for visitors. There was the iron sink and the hand pump that brought water from the spring — where milk was also cooled. Here stood the foot - driven sewing machine and the mending basket, the big table at which everybody ate the enormous early breakfasts, noon dinners, and simple suppers.

"Everybody" usually included a widowed aunt, a parentless nephew niece, or cousin, and the hired man, perhaps the son of another farmer, with more sons than he needed or could feed at home. They did not,

work for high wages. They shared a home. Grandmother, or sometimes, great - grandmother, was often there too, too old to do much but small chores, wash dishes, peel vegetables, and tell stories to the children.

For this was another characteristic of the world of Grandma Moses. There was always room for one more. When the house became crowded, the men took timber to the mill, traded it for boards, built another chamber, added a wing to the kitchen, broke a window into the attic, and finished off a room, mixing the plaster themselves, so that the odd lines of many old farmhouses record the growth of the family.

Who wants to live like that today?

Nobody does, and few, if any, could. But we are speaking of the fact that with every gain something is lost.

The world of Grandma Moses was a world of free men, free in the sense of being independent and able by themselves and with their families to meet every family need.

The land on which they lived, their homes, farms, and animals were their own, and what they produced was sufficient for themselves, sufficient to share with others and to trade for the little else they needed. They were almost completely divorced from the need of money.

In Vermont, where I have lived for four months every year for nearly a generation, I have friends, older men and women, who lived the earlier part of their lives just that way. Some of them are still on the farms to which they went as brides or grooms thirty or forty years ago. But they are not the *same* farms, nor are they surrounded by other farms or their old neighbors. One of them recently recalled that, when she married thirty - eight years ago, the farming community on the road - connected hills where her home stands, numbered twenty - two households, all with large families, so that there were four one - room schools. Now only five families still remain, elderly people, their children married or gone into other occupations. There is no school. There are no children to attend one.

What has happened to those farms? Two or three have been sold to "summer folks," for our town is very beautiful, with a pleasant summer climate and beautiful autumns. These houses have been rebuilt, but their land is returning to the wilderness out of which it was cut, its broken stone walls reminding one of the labor required to build them out of the stones of the fields that, like the forests, had to be cleared.

The same story applies to the whole county, which, as far as the

quality of the land is concerned, is one of the better counties in the state. But the farm population has been declining year by year. In 1880 this county had 35,196 inhabitants and 4,455 farms. In 1954 its population was just over 40,000, but there were only 1,609 farms. Farmland had been reduced from 420,099 acres to 324,152, in spite of the increased size of the farms still operating. One man produces, with his machines, more per acre than his 1880 ancestors, but farming as a way of life has greatly declined.

There are still family farms, but the old economy is gone. The better homes are far more comfortable than the ones I have described. They have electric lights, mechanical refrigerators, bathrooms, radios, television sets. In the barns are milking machines and sometimes mechanical feeders, and in the sheds stand tractors which have replaced the horses and oxen.

Variety of operation has given way to specialization. Instead four or five cows, the farmer must have thirty, forty, or more to bring him in adequate earnings, and their production must be high in both quantity and quality, requiring special feeds. The farmer cannot afford to "waste his time" on a large vegetable garden. He must concentrate on his money crop, because, unlike his father and grandfather, he is always in need of money.

His father could buy a good team of horses for $350, and they reproduced themselves, with a surplus of colts to sell, and provided fertilizer for his fields. They and their young never wore out or needed new spare parts. Now, this farmer's son has twenty thousand dollars or more invested in machinery whose lifetime is not likely to be more than five years before it is turned in, greatly below the original price.

The machinery consumes gas and oil, which the farmer cannot grow but must buy. He must purchase fertilizers, an annual expense that, for a two - hundred - acre farm, will easily amount to $1000.

He is controlled by government regulations which can, at any moment, bar his milk from the market . . . if it fails to meet rigid health standards.

If the price of milk, or any other product he grows, falls in relation to what he must buy, he is caught in the "cost - price" squeeze and faces economic failure. It is wonderful for his wife to have an electric or gas stove, a washing machine, lots of hot water, and an automatic furnace, but they are expensive to install, and there is a monthly bill for them, while the fuel from the forest costs nothing in cash.

He cannot "trade in" his products at the local stores. They receive their supplies from regular sources and deal largely in packaged goods. He cannot retail his rich creamy milk to the villagers. Anyone can pasteurize milk at home, but to sell it retail, the farmer must have a special purifying machine, whose price a medium - sized farm can never earn.

The notion that machines are "laborsaving" thus proves mistaken. Progress in science creates more and more "jobs". But on the farm it doesn't save "labor". The farmer himself works no shorter or less strenuous hours. He does not have more "time". On the contrary, he is driven as never before to "make money."

Into the technical progress that his farm represents enters, therefore, an element of pressure and anxiety that was not there in the world of Grandma Moses. The old self - sufficient farmer, who could feed his family and animals with abundance, marketing locally and trading in the surplus, was rich, because his external needs were slight. If he had a good crop and a large surplus, it was a year to celebrate,. But whether the farm yielded more or less was not a matter of life or death. It meant that Mary wouldn't have a new dress that year or Harry a new suit. It did not mean ruin. Now it can mean just that. For the new farmer is part of the enormous apparatus of the machine age which enters every phase of production and distribution. In fact, he is not a farmer in the ancient sense of the word. He is a businessman. He must study the market, keep books on every cow and hen, and pay everincreasing taxes even on his personal property, his cattle, and machinery. For in the motor age, roads that could be traveled by horses defy a car. The needs of the community constantly increase.

The community of closely knit families is also breaking up. Its sons, even if they still live at home, go off to work in factories, sometimes forty miles away, for the high wages with which only the richest farmers can compete. Its daughters are no longer amused by farm club dances, chrch activities, and village picnics. They train themselves as secretaries, nurses, or bookkeepers, and go to the larger towns or, if untrained, they work in the town's shops and stores, delight in the movies, and marry boys from the town. Their parents seldom have the joy of seeing their grown children and their grandchildren at the family table, and of being able to say to the son - in - law, "Your dad was my best friend," or to the daughter - in - law, "You were a cute kid". The families are scattered, the in - laws are strangers, the village is a shrinking suburb

of a larger town, and the drift is from village to town to city, from where the life of the village and farm, the products they buy, the markets they supply, and the conditions of their work are ever increasingly controlled.

Few wish to change this and none who do can. Progress has brought a vast increase in the supply of material things. But it has brought neither greater freedom nor security nor inner reward. Its promise is an ever greater shower of goods to be consumed — and goods that *must* be consumed if the process is not to break doxn. It meets this promise, but only at a price.

The price is the world of Grandma Moses: free, hard - working, poor, but yet rich.

TRANSLATION

Ο ΚΟΣΜΟΣ ΤΗΣ ΓΙΑΓΙΑΣ ΜΟΟΥΖΙΣ

(Τῆς ΝΤΟΡΟΘΥ ΤΟΜΣΟΝ)

Ὑπάρχει ἕνας νόμος στὴ ζωὴ καὶ στὴ φύση, ποὺ ἐφαρμόζεται ἀνελλιπῶς. Ὁ νόμος αὐτὸς συνίσταται στὸ ὅτι τὸ κάθε τι πρέπει νὰ πληρωθῆ. Κάθε ἀπώλεια φέρνει ἕνα κέρδος. Καὶ κάθε κέρδος συνεπάγεται μιὰν ἀπώλεια. Τὸ κάθε τι, ποὺ κανεὶς ἐπιθυμεῖ, πρέπει νὰ τὸ ἀνταλλάξη μὲ κάτι ποὺ λατρεύει.

Ἕνα χτυπητὸ παράδειγμα αὐτοῦ μοῦ φαίνεται ὅτι εἶναι οἱ πίνακες τῆς γιαγιᾶς Μόουζις καὶ ἡ ἐξαιρετικὴ δημοτικότητά τους. Ἡ ἴδια ἡ ζωγράφος ἀποτελεῖ ἕνα φαινόμενο. Ἂν καὶ ποτὲ δὲν ζωγράφισε σοβαρὰ πρὶν ἀπ᾽ τὰ ἑβδομήντα ἑφτά της χρόνια, ἂν καὶ ποτέ της δὲν ἔλαβε καμμιὰ τυπικὴ ἐκπαίδευση, οἱ πίνακες αὐτῆς τῆς ἀγρότισσας, ποὺ ὁ βίος της ἀπὸ τὴν παιδική της ἡλικία ἦταν μιὰ ζωὴ σκληρῆς ἐργασίας, κατέκτησαν τοὺς κριτικούς, σαγήνευσαν τὸ κοινὸ καὶ τὴν ἔκαναν στὰ ἐνενήντα ἕξι χρόνια της, μὲ τὰ δικά της τουλάχιστο κριτήρια, μιὰ πλούσια γυναίκα.

Τὸ γεγονὸς ὅτι ἔγινε δεκτὴ μὲ ἐνθουσιασμὸ ἀπὸ τοὺς κριτικούς, σὰν μιὰ αὐθεντικὴ Ἀμερικανίδα «πριμιτιβίστρια», ἀνέβασε τὶς τιμὲς τῶν πινάκων της καὶ προσέλκυσε ἐκείνους τοὺς ἀγοραστές, οἱ ὁποῖοι κάθε ἔργο ποὺ ἀγοράζουν

τὸ βλέπουν σὰν τοποθέτηση, ποὺ θὰ διατηρήση ἢ θὰ μεγαλώση τὴν ἀξία τοῦ χρήματος (μὲ τὸ ὁποῖο πληρώθηκε). Ἐνῶ τὰ ἀντίγραφα (ρεπροντυξιὸν) ποὺ ἀγοράζουν ἄλλοι καὶ ζοῦν τόσο εὐχάριστα μ᾿ αὐτά, δὲν ἔχουν καμμιὰ χρηματικὴ ἀξία.

Ἡ γιαγιὰ Μόουζις δὲν εἶναι μιὰ ἀπὸ τὶς μεγάλες καλλιτέχνιδες, ποὺ τὸ ἔργο τους χαρακτηρίζεται ἀπὸ ἔντονη καὶ πρωτότυπη ἔκφραση, ἡ ὁποία, ἐνῶ ἀνέρχεται στὰ ὕψη, εἶναι θεμελιωμένη πάνω σὲ μιὰν ἔξοχη δεξιοτεχνία. Ἀπ᾿ τὴ γιαγιὰ Μόουζις λείπει ἡ δύναμη νὰ συνταράξη, νὰ προκαλέση σάστισμα ἢ νὰ προσφέρη στὸν παρατηρητὴ μιὰ καινούργια καὶ ξεχωριστὴ ἐμπειρία. Σὲ τί, λοιπόν, ὀφείλει τὴ φήμη της; Μήπως στὸ ὅτι ζωγραφίζει ἕναν κόσμο ποὺ ἔφυγε γιὰ νὰ μὴ ξαναβρεθῆ ποτὲ καὶ ποὺ καθὼς τὸν ἀναπολοῦμε στρέφοντας τὴ ματιὰ πρὸς τὰ πίσω μᾶς φαίνεται σὰν ἕνας χαμένος παράδεισος;

Ἡ γιαγιὰ Μόουζις ἀπεικονίζει ἰδανικὲς σκηνὲς ἀπὸ τὶς βόρειες ἀγροτικὲς κοινότητες τῆς πολιτείας τῆς Νέας Ὑόρκης, ὅπως τὶς θυμᾶται ἀπὸ τὴν παιδικὴ καὶ τὴ νεανική της ἡλικία. Αὐτὸ ποὺ τὶς χαρακτηρίζει, εἶναι ἡ ἐλευθερία, τὸ κέφι καὶ οἱ ἀπεριόριστες πολυποίκιλες ἀσχολίες, ποὺ γίνονται χωρὶς τὶς πιέσεις τῆς μηχανικῆς ἐποχῆς.

Ἀλλὰ πῶς κυλοῦσε ἡ ζωὴ στὴν πραγματικότητα;

Ἦταν μιὰ ζωὴ σκληρῆς δουλειᾶς, «ποὺ σοῦ ἔσπαγε τὴ ραχοκοκκαλιά», χωρὶς ἀπολύτως καμμιὰ ἀπὸ τὶς ἐφευρέσεις ποὺ «γλιτώνουν ἀπ᾿ τὸν κόπο». Ἡ ἱπποδύναμη τοῦ ἀγροκτήματος ἦταν τὰ ἄλογα, τὰ μουλάρια ἢ τὰ βόδια, ποὺ ὁ γεωργὸς τὰ ἀκολουθοῦσε μὲ τὸ ἀλέτρι του ἢ μὲ ἄλλα ἐργαλεῖα. Τὰ καύσιμα κόβονταν ἀπὸ δάση μὲ ἕνα τσεκούρι (ὄχι μὲ ἠλεκτροκίνητη πριονοκορδέλλα) καὶ σχίζονταν ἢ πριονίζονταν μὲ τὸ χέρι. Τὰ σπίτια θερμαίνονταν, τὰ φαγητὰ μαγειρεύονταν καὶ τὸ νερὸ ζεσταινόταν μὲ τὸ καύσιμο τῶν ξύλων, στὶς θερμάστρες. Τὸ πλύσιμο τῶν ρούχων γινόταν στὴ σκάφη μὲ σαπούνι φτιαγμένο στὸ σπίτι καὶ τὸ σιδέρωμα μὲ σίδερο ζεσταμένο στὴ σόμπα. Τὰ παιδιὰ παρακολουθοῦσαν ἄτακτα τὸ μονοτάξιο σχολεῖο καὶ σπάνια πήγαιναν πιὸ πάνω ἀπ᾿ τὸ δημοτικό, καὶ συχνὰ ἔφευγαν, μετὰ ἀπὸ τὴν πέμπτη ἢ ἕκτη τάξη, γιὰ νὰ δουλέψουν μαζὶ μὲ τοὺς πατέρες τους. Ὑπῆρχαν, βέβαια, καὶ ἐξαιρέσεις — αὐτοὶ ποὺ πήγαιναν στὶς «ἀκαδημίες» καὶ πιὸ ψηλά, καθὼς τὸ δείχνουν οἱ βιογραφίες πολλῶν μεγάλων Ἀμερικανῶν. Ἀλλὰ ἀκόμη καὶ τότε «ἔχαναν τὴ σταδιοδρομία τους ἀξιοποιώντας τὶς προσωπικές τους δυνατότητες».

Τὸ ἀγρόκτημα ἦταν ἕνα μέρος ὅπου οἱ ἀσχολίες δὲν τελείωναν ποτέ, ὅπου ὅλοι ἔπαιρναν μέρος σ᾿ αὐτές, ἀκόμη καὶ τὰ πολὺ μικρὰ παιδιά. Ὑπῆρχαν πάντα γελάδια καὶ πουλερικὰ ποὺ ἔπρεπε νὰ ταϊστοῦν, κῆποι ποὺ ἔπρεπε νὰ καλλιεργηθοῦν, ξύλα νὰ κοποῦν, λάμπες νὰ καθαριστοῦν καὶ νὰ γεμιστοῦν πετρέλαιο, ὑφάσματα νὰ κοποῦν, νὰ ραφτοῦν, νὰ «γυριστοῦν» καὶ νὰ μπαλωθοῦν. Ἔπρεπε νὰ μαζευτοῦν τὰ μοῦρα καὶ τὰ μῆλα, νὰ φτιαχτῆ τὸ βούτυρο, τὰ λα-

χανικὰ καὶ τὰ φροῦτα νὰ γίνουν κονσέρβες σὲ κανάτες, νὰ ἁλατιστῆ καὶ νὰ καπνιστῆ τὸ κρέας, ἀκόμη καὶ νὰ κονσερβοποιηθῆ.

Μεγάλα ράφια γεμάτα βάζα κρέμονταν ἀπὸ τὴν ὀροφὴ ὑπόγειων κελλαριῶν, μαζὶ μὲ λαρδὶ καὶ χοιρομέρια. Βαρέλια καὶ μεγάλα κιούπια περιεῖχαν παστωμένο χοιρινό, τουρσὶ παντζάρια, ἀγγουράκια καὶ μῆλα. Ὑπῆρχαν σάκκοι γεμάτοι ἀπὸ ξερὰ φασόλια. Καρότα καὶ ἄλλα λαχανικὰ μέσα σὲ κασόνια γεμάτα ἄμμο, καὶ πάντοτε πελώριες ποσότητες πατάτας.

Αὐτὰ τὰ κελλάρια ἦταν στὴν πραγματικότητα «μπακάλικα», ποὺ εἶχαν τὰ περισσότερα τρόφιμα, ἀπὸ ὅσα μπορεῖ κανεὶς νὰ ἀγοράση σήμερα ἀπὸ τὰ μαγαζιά. Καὶ ὅλο αὐτὸ τὸ ἀπὸ φθινόπωρο σὲ φθινόπωρο ἀπόθεμα τὸ παρεῖγε καὶ τὸ κατεργαζόταν ἡ ἴδια ἡ οἰκογένεια.

Ὅταν ἤμουν παιδὶ καὶ νεαρὴ καπέλλα ποὺ ὁ πατέρας της ἦταν παπᾶς στὰ βόρεια τῆς πολιτείας τῆς Νέας Ὑόρκης, σὲ χωριὰ ποὺ περιτριγυρίζονταν ἀπὸ ἀγροκτήματα, ἐπισκεπτόμουν συχνὰ τὶς ἀγροτικὲς οἰκογένειες καὶ μιὰ φορὰ ἔμεινα σὲ μιὰ ἀπ' αὐτὲς γιὰ ἀρκετοὺς μῆνες. Οἱ ἀναμνήσεις μου εἶναι καταπληκτικὰ ἄφθονες. Θυμᾶμαι προγεύματα ποὺ θὰ μποροῦσαν νὰ εἶναι γεύματα ἄλλων ἀνθρώπων, καὶ γεύματα ποὺ θὰ μποροῦσαν νὰ εἶναι ὁλόκληρα συμπόσια. Ὄχι ἕνα ἐπιδόρπιο, ἀλλὰ πήτα καὶ κέικ καὶ γλυκά, ποὺ ἀκολουθοῦσαν τὸ κρέας, τὶς πατάτες ἢ ἕνα πελώριο πιάτο μὲ αὐγὰ καὶ μιὰ παρέλαση ἀπὸ λαχανικά, μὲ τουρσιὰ στὴν ἄκρη. Σπιτίσιο ψωμὶ κάθε μέρα φρέσκο ἀπὸ τὸ φοῦρνο, ποὺ τρωγόταν μὲ τὴν τεράστια ὄρεξη αὐτῶν ποὺ ἦταν πάντοτε στὸν καθαρὸ ἀέρα καὶ στὴν κίνηση.

Μοῦ «ἐπέτρεπαν» νὰ μαζεύω τὰ αὐγά, νὰ μαζεύω καὶ νὰ ξεφλουδίζω μπιζέλια, νὰ μαζεύω μοῦρα, νὰ στρώνω τὰ κρεβάτια, νὰ καβαλῶ τὰ ἄλογα τοῦ ἀγροκτήματος. Κι ὅλα τοῦτα, καθὼς δούλευα μαζὶ μὲ ἄλλα ἀγόρια καὶ κορίτσια, μοῦ φαίνονταν ἡ πιὸ ἀνώτερη μορφὴ παιγνιδιοῦ ποὺ γνώρισα ποτέ.

Τὰ ὑπνοδωμάτια τότε ἦταν μεγάλες «αἴθουσες». Τὰ κρεβάτια τους ἦσαν σκεπασμένα μὲ παπλώματα ραμμένα μὲ μικρὲς βελονιὲς στὸ χέρι, ἐπάνω ἀπὸ πουπουλένια στρώματα, γεμισμένα μὲ τὰ πιὸ μαλακὰ πούπουλα τῶν πουλερικῶν ποὺ ἔσφαζαν στὸ ἀγρόκτημα. Καὶ ἂν τὰ δωμάτια ἦταν ψυχρά, τόσο πιὸ ζεστότερα ἦταν τὰ κρεβάτια.

Ἡ κουζίνα ἦταν πάντοτε τὸ μεγαλύτερο καὶ φωτεινότερο δωμάτιο στὸ σπίτι. Ἀποτελοῦσε τὸ κέντρο τῆς οἰκογενειακῆς ζωῆς, ἐνῶ τὸ καθιστικὸ δωμάτιο ἄνοιγε μόνο γιὰ τοὺς ἐπισκέπτες. Ὑπῆρχαν ὁ σιδερένιος νεροχύτης καὶ ἡ χειροκίνητη ἀντλία, ποὺ ἔφερνε τὸ νερὸ ἀπὸ τὴν πηγὴ στὸ σπίτι, καὶ ὅπου ἐπίσης διατηροῦσαν δροσερὸ τὸ γάλα. Ἐδῶ ἦταν καὶ ἡ ποδοκίνητη ραπτομηχανή, καὶ τὸ καλαθάκι μὲ τὰ εἴδη γιὰ καρύκωμα (ψαλίδια, βελόνες κλπ.), τὸ μεγάλο τραπέζι, ὅπου ὅλοι ἔτρωγαν τὸ τεράστιο πρωινό, τὰ μεσημεριανὰ γεύματα καὶ τὰ ἁπλὰ δεῖπνα.

Μέσα στή λέξη ὅλοι συνήθως συμπεριλαβανόταν μιά χήρα θεία, ἕνας ὀρφανός ἀνηψιός ἤ ἀνηψιά ἤ ἐξάδελφος, καί ὁ ὑπηρέτης, πού ἴσως νά ἦταν γιός κάποιου ἄλλου ἀγρότη, μέ περισσότερα παιδιά ἀπ᾽ ὅσα χρειαζόταν ἤ ἀπ᾽ ὅσα θά μποροῦσε νά θρέψη στό σπίτι.

Δέν δούλευαν γιά μεγάλα μεροκάματα. Συμμετεῖχαν σέ μιά οἰκογένεια. Ἡ γιαγιά, ἡ καμμιά φορά ἡ προγιαγιά, ἦταν ἐπίσης ἐκεῖ, πάρα πολύ γριά γιά νά κάνη ὁ,τιδήποτε ἄλλο ἐκτός ἀπό μικρές δουλειές τοῦ νοικοκυριοῦ, ὅπως τό πλύσιμο τῶν πιάτων ἤ τό καθάρισμα τῶν λαχανικῶν, καί νά λέη παραμύθια στά παιδιά.

Γιατί αὐτό ἦταν ἄλλο ἕνα χαρακτηριστικό τοῦ κόσμου τῆς γιαγιᾶς Μόουζις. Ὑπῆρχε πάντοτε χῶρος γιά ἕνα ἀκόμη ἄτομο. Ὅταν τό σπίτι γέμιζε, οἱ ἄνδρες πήγαιναν ξύλα στό ἐργοστάσιο, τά ἔκαναν ἀνταλλαγή μέ σανίδια, ἔχτιζαν ἕνα ἀκόμη δωμάτιο, πρόσθεταν μιά πτέρυγα στήν κουζίνα, ἄνοιγαν ἕνα παράθυρο στή σοφίτα, καί ἀποτελείωναν ἕνα δωμάτιο φτιάχνοντας τό σοφά μόνοι τους, ἔτσι πού οἱ ἀλλόκοτες γραμμές πολλῶν παλιῶν ἀγροτόσπιτων ἀποτελοῦν καταγραφή τῆς αὐξήσεως τῆς οἰκογένειας.

Ποιός θέλει νά ζήση μέ τέτοιον τρόπο σήμερα;

Κανείς δέν θέλει, καί ἄν ὑποτεθῆ πώς ὑπάρχουν μερικοί πού θέλουν, λιγοστοί θά μποροῦσαν. Ἀλλά μιλᾶμε γιά τό γεγονός, ὅτι κάθε κέρδος συνεπάγεται καί μιά ἀπώλεια.

Ὁ κόσμος τῆς γιαγιᾶς Μόουζις ἦταν ἕνας κόσμος ἐλεύθερων ἀνθρώπων, ἐλεύθερων μέ τήν ἔννοια ὅτι ἦταν ἀνεξάρτητοι καί ἱκανοί νά ἀντιμετωπίζουν μόνοι τους μέ τίς οἰκογένειές τους ὅλες τίς ἀνάγκες τῆς οἰκογένειας.

Ἡ γῆ ὅπου ζοῦσαν, τά σπίτια τους, τά κτήματά τους καί τά ζῶα ἦταν δικά τους, καί ὅ,τι ἔβγαζαν ἦταν ἀρκετό γιά τόν ἑαυτό τους, ἀρκετό γιά νά τό μοιρασθοῦν μέ ἄλλους, καί γιά νά τό ἀνταλλάξουν μέ τά λίγα ἄλλα πράγματα πού χρειάζονταν. Ἦταν ὁλότελα λυτρωμένοι ἀπό τήν ἀνάγκη τοῦ χρήματος.

Στό Βέρμοντ, ὅπου ἐπί μιά περίπου γενιά ζοῦσα τέσσερεις μῆνες κάθε χρόνο, ἔχω ἡλικιωμένους φίλους, ἄντρες καί γυναῖκες, πού ἔζησαν ἀκριβῶς μ᾽ αὐτόν τόν τρόπο, τά πρῶτα χρόνια τῆς ζωῆς τους. Μερικοί ἀπ᾽ αὐτούς ζοῦν στά ἀγροκτήματα, ὅπου πῆγαν (ἀπό τότε πού παντρεύτηκαν) σά νύφες καί γαμπροί πρίν ἀπό τριάντα ἤ σαράντα χρόνια. Ἀλλά δέν εἶναι πιά τά ἴ δ ι α ἀγροκτήματα, καί δέν περιτριγυρίζονται ἀπό ἄλλα ἀγροκτήματα τῶν παλιῶν γειτόνων τους. Μιά ἀπ᾽ αὐτές πρόσφατα θυμόταν ὅτι, ὅταν παντρεύτηκε πρίν ἀπό 38 χρόνια, ἡ ἀγροτική κοινότητα, ὅπου βρίσκεται τό σπίτι της στό δρόμο πού ἑνώνει τούς λόφους, ἀριθμοῦσε εἴκοσι δύο νοικοκυριά, ὅλα μέ μεγάλες οἰκογένειες, ἔτσι πού ὑπῆρχαν τέσσερα μονοτάξια σχολεῖα. Τώρα ἀπομένουν μόνο πέντε οἰκογένειες, ὅλοι τους ἡλικιωμένοι ἄνθρωποι. Τά παιδιά τους παντρεύ-

τηκαν ἢ ἔφυγαν σ' ἄλλες δουλειές. Δὲν ὑπάρχει σχολεῖο, γιατὶ δὲν ὑπάρχουν παιδιὰ νὰ φοιτήσουν σ' αὐτό.

Τί ἀπόγιναν αὐτὰ τὰ ἀγροκτήματα; Δύο ἢ τρία πουλήθηκαν «γιὰ καλοκαιρινὲς κατοικίες», ἐπειδὴ ἡ πόλη μας εἶναι πολὺ ὄμορφη, μὲ εὐχάριστο καλοκαιρινὸ κλίμα καὶ ὡραιότατα φθινόπωρα. Αὐτὰ τὰ σπίτια ξαναχτίστηκαν, ἀλλὰ ἡ γῆ τους ξαναγίνεται χερσότοπος, ὅπως ἦταν προτοῦ καλλιεργηθῆ.

Οἱ μισογκρεμισμένοι πέτρινοι τοῖχοι μᾶς θυμίζουν τὴ δουλειὰ ποὺ χρειάστηκε γιὰ νὰ χτιστοῦν ἀπὸ τὶς πέτρες ποὺ βρίσκονταν στὰ χωράφια, τὰ ὁποῖα, ὅπως καὶ τὰ δάση, ἔπρεπε νὰ καθαριστοῦν.

Ἡ ἴδια ἱστορία ἰσχύει γιὰ ὅλη τὴν ἐπαρχία, ποὺ ὅσον ἀφορᾶ τὴν ποιότητα τῆς γῆς εἶναι μιὰ ἀπ' τὶς καλύτερες τῆς πολιτείας. Ἀλλὰ ὁ ἀγροτικὸς πληθυσμὸς ἐλαττώνεται χρόνο μὲ τὸ χρόνο. Τὸ 1880 αὐτὴ ἡ ἐπαρχία εἶχε 35.196 κατοίκους καὶ 4.445 ἀγροκτήματα. Τὸ 1954 ὁ πληθυσμὸς μόλις ξεπερνοῦσε τὶς 40.000, ἀλλὰ ὑπῆρχαν μόνο 1.609 ἀγροκτήματα. Ἡ καλλιεργήσιμη γῆ ἐλαττώθηκε ἀπὸ 420.099 ἄκρα (τὸ κάθε ἄκρο εἶναι 4 περίπου στρέμματα) σὲ 324.152, παρ' ὅλον ὅτι τὸ μέγεθος τῶν ἀγροκτημάτων, ποὺ λειτουργοῦν ἀκόμη, ἔχει αὐξηθῆ. Ἕνας ἄνθρωπος παράγει μὲ τὰ μηχανήματά του περισσότερα κατὰ ἄκρο ἀπὸ ὅτι ἔβγαζαν οἱ πρόγονοί του τὸ 1880, ἀλλὰ ὁ ἀγροτικὸς βίος, σὰν τρόπος ζωῆς, ἔχει πέσει σὲ μεγάλη παρακμή.

Ὑπάρχουν ἀκόμη οἰκογενειακὰ ἀγροκτήματα, ἀλλὰ ἡ παλιὰ οἰκονομία δὲν ὑπάρχει πιά. Τὰ καλύτερα σπίτια εἶναι πολὺ πιὸ ἄνετα ἀπὸ ἐκεῖνα ποὺ περιέγραψα πιὸ πάνω. Ἔχουν ἠλεκτρισμό, ψυγεῖα, μπάνια, ραδιόφωνα καὶ τηλεοράσεις. Στοὺς στάβλους ὑπάρχουν μηχανὲς γιὰ τὸ ἄρμεγμα καὶ καμμιὰ φορὰ μηχανὲς γιὰ τὸ τάισμα τῶν ζώων, καὶ στὰ ὑπόστεγα ὑπάρχουν τρακτέρ, ποὺ ἀντικατέστησαν τὰ ἄλογα καὶ τὰ βόδια.

Ἡ ποικιλία τῶν ἀσχολιῶν ἀντικαταστάθηκε ἀπὸ τὴν ἐξειδίκευση. Ἀντὶ γιὰ τέσσερεις ἢ πέντε ἀγελάδες, ὁ γεωργὸς πρέπει νὰ ἔχη τριάντα ἢ σαράντα, ἢ καὶ περισσότερες, γιὰ νὰ τοῦ ἀποφέρουν ἀρκετὰ κέρδη, καὶ ἡ παραγωγή τους πρέπει νὰ εἶναι ὑψηλὴ σὲ ποσότητα καὶ ποιότητα, πράγμα ποὺ ἀπαιτεῖ εἰδικὲς ζωοτροφές. Ὁ γεωργὸς δὲν μπορεῖ «νὰ χάνη τὸν καιρό του» καλλιεργώντας ἕνα μεγάλο λαχανόκηπο. Πρέπει νὰ συγκεντρωθῆ στὴν παραγωγὴ ποὺ τοῦ φέρνει χρήματα, γιατί, ἀντίθετα ἀπὸ τὸν πατέρα του καὶ τὸν παπποῦ του, ἔχει πάντοτε ἀνάγκη ἀπὸ λεφτά.

Ὁ πατέρας του μποροῦσε νὰ ἀγοράση ἕνα καλὸ ζευγάρι ἄλογα μὲ 350 δολλάρια, κι αὐτὰ ἀναπαράγονταν, ἔκαναν καὶ κάμποσα παραπανίσια πουλάρια γιὰ πούλημα, καὶ ἔδιναν καὶ λιπάσματα γιὰ τὰ χωράφι του. Τὰ ζωντανὰ καὶ τὰ μικρά τους δὲν φθείρονταν ποτὲ οὔτε καὶ χρειαζόντουσαν ἀνταλλακτικά. Τώρα ὁ γιὸς ἐκείνου τοῦ ἀγρότη ἔχει τοποθετήσει εἴκοσι χιλιάδες δολλάρια ἢ καὶ περισσότερα σὲ μηχανήματα ποὺ ἡ διάρκεια ζωῆς τους δὲν εἶναι πιθανὸ

νὰ ξεπεράση τὰ πέντε χρόνια προτοῦ τὰ ἐπιστρέψη (στὴ διομηχανία ποὺ τὰ παρήγαγε) σὲ τιμὴ πολὺ πιὸ χαμηλὴ ἀπ' τὴν ἀρχική τους.

Ἡ μηχανὴ καταναλώνει ὑγραέριο ἢ πετρέλαιο, ποὺ ὁ γεωργὸς δὲν μπορεῖ νὰ τὰ παραγάγη ἀλλὰ πρέπει νὰ τὰ ἀγοράση. Πρέπει ἀκόμη νὰ ἀγοράση λιπάσματα, ἕνα ἐτήσιο ἔξοδο, ποὺ γιὰ ἕνα κτῆμα 200 ἄκρων εὔκολα φτάνει τὸ ποσὸν τῶν χιλίων δολλαρίων.

Ὁ γεωργὸς ἐλέγχεται ἀπὸ κρατικοὺς κανονισμούς, ποὺ μποροῦν, ὁποιαδήποτε στιγμή, νὰ ἀπαγορεύσουν τὸ γάλα του (νὰ μὴν τοῦ ἐπιτρέψουν νὰ πουλιέται) στὴν ἀγορά... ἐὰν δὲν μπορῆ νὰ ἀνταποκριθῆ στὰ αὐστηρὰ ὑγειονομικὰ πρότυπα.

Ἐὰν ἡ τιμὴ τοῦ γάλακτος, ἢ ὁποιουδήποτε ἄλλου προϊόντος ποὺ παράγει, πέση σὲ σχέση μὲ τὸ τί πρέπει νὰ ἀγοράση, ὁ ἀγρότης βρίσκεται πιασμένος στὴ μέγγενη «κόστους παραγωγῆς - τιμῶν πωλήσεως», συνθλίβεται καὶ ἀντιμετωπίζει οἰκονομικὴ κατάρρευση. Εἶναι πολὺ ὡραῖο γιὰ τὴ γυναίκα του νὰ ἔχη μιὰ κουζίνα ἠλεκτρικὴ ἢ πετρελαίου, ἕνα πλυντήριο, ἀλλ' αὐτὰ καὶ ἡ ἐγκατάστασή τους στοιχίζουν ἀκριβά, καὶ ὑπάρχει ἕνας μηνιαῖος λογαριασμὸς ποὺ πρέπει νὰ πληρώνεται γι' αὐτά, ἐνῶ τὰ καύσιμα ἀπὸ τὸ δάσος δὲν στοίχιζαν καθόλου μετρητά.

Ὁ γεωργὸς δὲν μπορεῖ ν' «ἀνταλλάξη» τὰ προϊόντα του στὰ τοπικὰ μαγαζιά. Αὐτὰ παίρνουν τὰ ἐμπορεύματά τους ἀπὸ μόνιμες (κανονικὲς) πηγὲς καὶ πουλᾶνε κυρίως πακεταρισμένα ἐμπορεύματα. Δὲν μπορεῖ ἐπίσης νὰ πουλήση λιανικῶς τὸ πλούσιο σὲ κρέμα γάλα του στοὺς χωρικούς. Ὁ καθένας μπορεῖ ν' ἀποστειρώση τὸ γάλα στὸ σπίτι, ἀλλὰ γιὰ νὰ τὸ πουλήση λιανικῶς ὁ γεωργὸς πρέπει νὰ ἔχη μιὰ εἰδικὴ μηχανὴ ἀποστειρώσεως (γάλακτος), τὴν ἀξία τῆς ὁποίας ποτὲ δὲν μπορεῖ νὰ κερδίση ἕνα ἀγρόκτημα μεσαίου μεγέθους.

Ἔτσι, ἀποδεικνύεται λαθεμένη ἡ γνώμη, ὅτι μὲ τὶς μηχανὲς «γλιτώνεις ἀπὸ τοὺς κόπους». Ἡ πρόοδος στὴν ἐπιστήμη δημιουργεῖ ὅλο καὶ πιὸ πολλὲς «δουλειές». Ἀλλὰ στὸ ἀγρόκτημα δὲν ἐξοικονομεῖ ἐργασία. Ὁ ἴδιος ὁ γεωργὸς δὲν ἐργάζεται λιγώτερες ὧρες ἢ λιγώτερο ἐντατικά. Αὐτὸς δὲν ἔχει (στὴ διάθεσή του) περισσότερο (ἐλεύθερο) καιρό. Ἀπεναντίας, ἀναγκάζεται ὅσο ποτὲ ἄλλοτε στὸ παρελθὸν νὰ ἐργάζεται γιὰ νὰ «βγάλη» χρήματα.

Στὴ μηχανική, λοιπόν, πρόοδο, ποὺ ἐκπροσωπεῖ τὸ ἀγρόκτημά του, παρεμβαίνει ἕνα στοιχεῖο πιέσεως καὶ ἄγχους, ποὺ δὲν ὑπῆρχε στὸν κόσμο τῆς γιαγιᾶς Μόουζις. Ὁ παλιὸς αὐτάρκης γεωργός, ποὺ μποροῦσε νὰ θρέψη ἁπλόχερα τὴν οἰκογένειά του καὶ τὰ ζῶα του, νὰ πουλάη καὶ νὰ ἀνταλλάζη στὸν τόπο του ὅ,τι τοῦ περίσσευε ἀπ' τὴν παραγωγή του, ἦταν πλούσιος, γιατὶ οἱ ἐξωτερικές του ἀνάγκες ἦταν ἐλάχιστες. Ἐὰν εἶχε καλὴ σοδειὰ καὶ ἕνα μεγάλο πλεόνασμα, ἦταν

χρονιὰ ποὺ ἄξιζε νὰ τὴν πανηγυρίση. Ἀλλὰ ἂν τὸ κτῆμα πρόσφερε περισσότερα ἢ λιγώτερα, δὲν ἦταν ἕνα θέμα ζωῆς ἢ θανάτου. Σήμαινε ἁπλῶς ὅτι ἡ Μαίρη δὲν θὰ μποροῦσε νὰ ἔχη καινούργιο φόρεμα ἢ ὁ Χάρης καινούργια φορεσιά. Δὲν σήμαινε καταστροφή. Τώρα μπορεῖ νὰ σημαίνη ἀκριβῶς αὐτὸ (δηλ. καταστροφή). Γιατὶ καὶ ὁ γεωργὸς εἶναι ἕνα μέρος τοῦ τεράστιου μηχανισμοῦ τῆς μηχανικῆς μας ἐποχῆς, ποὺ ὑπεισέρχεται σὲ κάθε φάση τῆς παραγωγῆς καὶ καταναλώσεως (διανομῆς). Στὴν πραγματικότητα, δὲν εἶναι γεωργός, μὲ τὴν παλιὰ σημασία τῆς λέξης. Εἶναι ἕνας ἐπιχειρηματίας. Καὶ πρέπει νὰ μελετᾶ τὴν ἀγορά, νὰ κρατάη βιβλία γιὰ κάθε ἀγελάδα καὶ κότα, καὶ νὰ πληρώνη συνεχῶς αὐξανόμενους φόρους ἀκόμη καὶ γιὰ τὴν προσωπική του περιουσία, τὰ ζωντανά του καὶ τὰ μηχανήματά του. Γιατὶ στὴν ἐποχὴ τοῦ κινητήρα ἐσωτερικῆς καύσεως οἱ δρόμοι ὅπου μποροῦσε κανεὶς νὰ ταξιδέψη μὲ ἄλογα εἶναι ἀκατάλληλοι γιὰ τὸ αὐτοκίνητο. Οἱ ἀνάγκες τῆς κοινότητας διαρκῶς μεγαλώνουν.

Ἐπίσης, ἡ κοινότητα τῶν σφιχτὰ ἑνωμένων οἰκογενειῶν σπάζει. Οἱ γιοί της, καὶ ἂν ἀκόμη ζοῦν στὸ σπίτι, πηγαίνουν ἔξω νὰ ἐργασθοῦν σὲ ἐργοστάσια, καμμιὰ φορὰ καὶ σαράντα χιλιόμετρα μακριά, ἐπειδὴ ἐκεῖ παίρνουν μεγάλα μεροκάματα, ποὺ μποροῦν νὰ τὰ συναγωνισθοῦν μόνον οἱ πιὸ πλούσιοι κτηματίες. Οἱ θυγατέρες τους δὲν διασκεδάζουν πιὰ μὲ τοὺς χοροὺς τῶν ἀγροτικῶν λεσχῶν, μὲ τὶς ἐκδηλώσεις τῆς ἐκκλησίας καὶ μὲ τὶς ἀγροτικὲς ἐκδρομές. Ἐκπαιδεύονται σὰν γραμματεῖς, νοσοκόμες, λογίστριες, καὶ πηγαίνουν στὶς μεγαλύτερες πόλεις, ἤ, ἂν εἶναι ἀνειδίκευτες, ἐργάζονται σὲ καταστήματα τῶν πόλεων, ἐνθουσιάζονται μὲ τὸν κινηματογράφο καὶ παντρεύονται ἀγόρια ἀπὸ τὶς πόλεις. Οἱ γονεῖς σπάνια ἔχουν τὴ χαρὰ νὰ βλέπουν τὰ μεγαλωμένα παιδιά τους καὶ τὰ ἐγγόνια τους στὸ οἰκογενειακὸ τραπέζι καὶ νὰ μποροῦν νὰ λένε στὸ γαμπρό: «Ὁ πατέρας σου ἦταν ὁ καλύτερός μου φίλος», ἢ στὴ νύφη: «Ἐσὺ ἤσουν ἕνα χαριτωμένο μικρὸ κορίτσι». Οἱ οἰκογένειες διασκορπίζονται, οἱ ἐξ ἀγχιστείας συγγενεῖς εἶναι ξένοι, τὸ χωριὸ εἶναι ἕνα συμπιεσμένο προάστιο μιᾶς μεγαλύτερης πόλης καὶ τὸ ρεῦμα κατευθύνεται ἀπὸ τὸ χωριὸ πρὸς τὴν κωμόπολη (κι ἀπὸ κεῖ) πρὸς τὴ μεγάλη πόλη, ἀπὸ τὴν ὁποία ἐλέγχεται ὅλο καὶ πιὸ πολὺ ἡ ζωὴ τοῦ χωριοῦ καὶ τοῦ ἀγροκτήματος, τὰ προϊόντα ποὺ προμηθεύονται, οἱ ἀγορὲς ὅπου πωλοῦν τὰ δικά τους, οἱ συνθῆκες τῆς ἐργασίας τους.

Λίγοι ἐπιθυμοῦν ν' ἀλλάξουν αὐτὴ τὴν κατάσταση. Κι ἀπ' αὐτοὺς πάλι κανεὶς δὲν εἶναι σὲ θέση νὰ τὸ κατορθώση.

Ἡ πρόοδος ἔχει φέρει μιὰ τεράστια αὔξηση στὴν παροχὴ ὑλικῶν ἀγαθῶν. Ἀλλα δὲν ἔφερε οὔτε μεγαλύτερη ἐλευθερία καὶ ἀσφάλεια, οὔτε ψυχικὴ ἱκανοποίηση (ἀνταμοιβή).

Ὑπόσχεται ἕναν ὅλο καὶ μεγαλύτερο καταιγισμὸ ἀπὸ ἀγαθὰ ποὺ προορίζονται γιὰ κατανάλωση καὶ ποὺ π ρ έ π ε ι νὰ καταναλωθοῦν ἂν δὲν θέλουμε νὰ σταματήση ἡ ἐξελικτικὴ διαδικασία. Ἡ ὑπόσχεση ποὺ δίνει ἡ πρόοδος ἐκ-

πληρώνεται ἀλλὰ μόνο μὲ ἕνα τίμημα. Καὶ τὸ τίμημα αὐτὸ εἶναι ὁ κόσμος τῆς γιαγιᾶς Μόουζις: οἱ ἐλεύθεροι ἄνθρωποι, ποὺ δούλευαν σκληρά, ποὺ ἦταν φτωχοὶ ἀλλὰ παρ' ὅλ' αὐτὰ πλούσιοι.

VOCABULARY

involve = to roll up in itselt so as to gather in; embrace, or comprehend; include.

fascinate = to bewitch, to hold spelbound, as by some irresistible charm; attract.

childhood = state or time of being a child.

limitless = without limits

cellar = a room or set of rooms below the surface of the ground, usually under a building, used especially for the keeping of provisions and other stores, or for refuge (as in a cyclone, or storm).

dessert = (ΗΠΑ) a course of fruit pastry, pudding, ice cream, or the like, served at the close of a meal. ('Αγγλία) fruits served after pudding, cake etc.

homemade = made at home.

giant appetites = enormous appetites

gather = pick up, select

noon dinner = lunch

sufficient = equal to the end proposed; adequate; enough; having a sufficiency

farm = any tract devoted to agricultural purposes; hence, a plot or tract of land devoted to the raising of domestic or other animals, as, a chicken farm

ΠΑΡΑΤΗΡΗΣΕΙΣ

. . . must be paid for

Τὰ σύνθετα τοῦ ρήματος pay εἶναι τὰ ἀκόλουθα:

pay away	= ξοδεύω, δαπανῶ. Λασκάρω, ἀμολάω, καλουμάρω (σχοινὶ καραβιοῦ)
pay back	= ἀποδίδω, ἐπιστρέφω. Advance to be paid back within a year = προκαταβολὴ ποὺ πρέπει νὰ ἐπιστραφῆ μέσα σ' ἕνα χρόνο
pay down	= πληρώνω μετρητοῖς. Πληρώνω προμήθεια
pay for	= πληρώνω (γιὰ κάτι), ἀποζημιώνω. To pay someone for his trouble = πληρώνω κάποιον γιὰ τὸν κόπο του. Κερνῶ κάποιον. He likes to invite people and to pay for them = τοῦ ἀρέσει νὰ καλῆ κόσμο καὶ νὰ τοὺς κερνάη
pay in	= καταβάλλω, καταθέτω. To pay in a cheque = δίνω τσὲκ γιὰ εἴσπραξη
pay off	= ἐξοφλῶ, ἀποφέρω κέρδη, γυρίζω (τὸ καράβι). The new policy is paying off = ἡ νέα πολιτικὴ ἀποδίδει
pay out	= βγάζω ἀπὸ τὸ ταμεῖο χρήματα, πληρώνω To pay someone out = ἐξοφλῶ κάποιον, τὸν ἐκδικοῦμαι
pay up	= ἐξοφλῶ, ἀποπληρώνω

EXERCISE 395

Νὰ κλιθοῦν στὸν 'Αόριστο Διαρκείας, Παρακείμενο καὶ 'Υπερσυντέλικο στὸν καταφατικό, ἀρνητικὸ καὶ ἐρωτηματικὸ τύπο τὰ ρήματα:

bring, work

EXERCISE 396

Γράψετε τοὺς ἀρχικοὺς χρόνους τῶν ρημάτων

break, deal, eat, pay, lose

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 395

Past Continuous Tense

Affirmative Form

I	was	bringing
you	were	bringing
he	was	bringing
she	was	bringing
it	was	bringing
we	were	bringing
you	were	bringing
they	were	bringing

I	was	working
you	were	working
he	was	working
she	was	working
it	was	working
we	were	working
you	were	working
they	were	working

Negative Form

I	was	not	bringing
you	were	not	bringing
he	was	not	bringing
she	was	not	bringing
it	was	not	bringing
we	were	not	bringing
you	were	not	bringing
they	were	not	bringing

I	was	not	working
you	were	not	working
he	was	not	working
she	was	not	working
it	was	not	working
we	were	not	working
you	were	not	working
they	were	not	working

Interrogative Form

was	I	bringing?
were	you	bringing?
was	he	bringing?
was	she	bringing?
was	it	bringing?
were	we	bringing?
were	you	bringing?
were	they	bringing?

was	I	working?
were	you	working?
was	he	working?
was	she	working?
was	it	working?
were	we	working?
were	you	working?
were	they	working?

Present Perfect Tense

Affirmative Form

I	have	brought
you	have	brought
he	has	brought
she	has	brought
it	has	brought

we	have	brought
you	have	brought
they	have	brought

I	have	worked
you	have	worked
he	has	worked
she	has	worked
it	has	worked
we	have	worked
you	have	worked
they	have	worked

Negative Form

I	have	not	brought
you	have	not	brought
he	has	not	brought
she	has	not	brought
it	has	not	brought
we	have	not	brought
you	have	not	brought
they	have	not	brought

I	have	not	worked
you	have	not	worked
he	has	not	worked
she	has	not	worked
it	has	not	worked
we	have	not	worked
you	have	not	worked
they	have	not	worked

Interrogative Form

have	I	brought ?
have	you	brought ?
has	he	brought ?

has	she	brought?
has	it	brought?
have	we	brought?
have	you	brought?
have	they	brought?

have	I	worked?
have	you	worked?
has	he	worked?
has	she	worked?
has	it	worked?
have	we	worked?
have	you	worked?
have	they	worked?

Past Perfect Tense

Affirmative Form

I	had	brought
you	had	brought
he	had	brought
she	had	brought
it	had	brought
we	had	brought
you	had	brought
they	had	brought

I	had	worked
you	had	worked
he	had	worked
she	had	worked
it	had	worked
we	had	worked
you	had	worked
they	had	worked

Negative Form

I	had	not	brought
you	had	not	brought

he	had	not	broght
she	had	not	brought
it	had	not	brought
we	had	not	brought
you	had	not	brought
they	had	not	brought

I	had	not	worked
you	had	not	worked
he	had	not	worked
she	had	not	worked
it	had	not	worked
we	had	not	worked
you	had	not	worked
they	had	not	worked

Interrogative Form

had	I	brought?
had	you	brought?
had	he	brought?
had	she	brought?
had	it	brought?
had	we	brought?
had	you	brought?
had	they	brought?

had	I	worked? ‹
had	you	worked?
had	he	worked?
had	she	worked?
had	it	worked?
had	we	worked?
had	you	worked?
had	they	worked?

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 396

break	broke	broken
deal	dealt	dealt

eat	ate	eaten
pay	paid	paid
lose	lost	lost

TEXT

THREE MEN IN A BOAT

by J. K. JEROME

Jerome Klapka Jerome (1859 - 1927) was a dramatist, novelist, journalist and editor. "Three Men in a Boat" is a humorous story and one of his best known. The three men are George, Harris and myself. In this extract they begin to pack for the trip.

We made a list of the things to be taken, and on the next day, which was Friday, we got them all together, and met in the evening to pack. We got a large bag for the clothes, and a couple of big baskets for the food and the cooking utensils. We moved the table up against the window, piled everything in a heap in the middle of the floor, and sat round and looked at it.

I said I'd pack.

I am rather proud of my packing. Packing is one of those many things that I feel I know more about than any other person living. I impressed the fact upon George and Harris, and told them that they had better leave the whole matter entirely to me. They agreed to this suggestion with extraordinary eagerness. George lit his pipe and spread himself over the easy chair, and Harris put his leg on the table and lit a cigar.

This was hardly what I intended. What I had meant of course was that I should be in charge of the job, and that Harris and George should follow my instructions. Their taking it in the way they did annoyed me. There is nothing that vexes me more than seeing other people sitting about doing nothing when I'm working.

However, I did not say anything, but started the packing. It seemed

a longer job than I had thought it was going to be; but I got the bag finished at last, and I sat on it and strapped it.

— Aren't you going to put the boots in? said Harris.

I looked round and found that I had forgotten them. That's just like Harris. He couldn't have said a word until I'd got the bag shut and strapped, of course. George laughed — one of those maddening, senseless laughs of his. They make me so wild.

I opened the bag and packed the boots in; and then, just as I was going to close it, a horrible idea occurred to me: Had I packed my toothbrush? I don't know how it is, but I never do know whether I've packed my toothbrush.

Of course I had to turn everything out now and, of course, I could not find it. I found George's and Harris's eighteen times over, but I couldn't find mine. I put the things back one by one, and held everything up and shook it. Then I found the toothbrush inside a boot. I repacked once more.

When I had finished, George asked if the soap was in. I said I didn't care whether the soap was in or whether it wasn't; and I banged the bag to close it, strapped it and found that I had packed my tobacco and had to reopen it. It got shut finally at 10.5 p.m., and then there remained the baskets to pack. Harris said that he and George had better do the rest; I agreed and sat down.

TRANSLATION

ΤΡΕΙΣ ΑΝΔΡΕΣ ΣΕ ΜΙΑ ΒΑΡΚΑ

(Τοῦ Τζ. Κ. ΤΖΕΡΟΜ)

Ὁ Τζέρομ Κλάπκα Τζέρομ (1859—1927) ἦταν θεατρικὸς συγγραφέας, διηγηματογράφος, δημοσιογράφος καὶ ἐκδότης. Τὸ ἔργο του «Τρεῖς ἄνδρες σὲ μιὰ βάρκα» εἶναι μιὰ ἀπὸ τὶς δημοφιλέστερες χιουμοριστικὲς ἱστορίες του. Οἱ τρεῖς ἄνδρες εἶναι ὁ Γιῶργος, ὁ Χάρης καὶ ἐγώ. Σ' αὐτὸ τὸ ἀπόσπασμα ἀρχίζουν νὰ ἑτοιμάζουν τὶς ἀποσκευές τους γιὰ τὸ ταξίδι.

Κάναμε μιὰ λίστα τῶν πραγμάτων ποὺ ἔπρεπε νὰ πάρουμε, καὶ τὴν ἄλλη μέρα, ποὺ ἦταν Παρασκευή, τὰ συγκεντρώσαμε ὅλα μαζὶ καὶ συναντηθήκαμε

τὸ βράδι γιὰ νὰ ἑτοιμάσουμε τὶς ἀποσκευές μας. Πήραμε ἕνα μεγάλο σάκκο γιὰ τὰ ροῦχα καὶ ἕνα - δυὸ μεγάλα καλάθια γιὰ τὰ τρόφιμα καὶ τὰ μαγειρικὰ σκεύη. Σηκώσαμε τὸ τραπέζι ὄρθιο, πρὸς τὸ παράθυρο, σωριάσαμε ὅλα τὰ πράγματα σ' ἕνα σωρὸ στὴ μέση τοῦ δωματίου καὶ καθήσαμε τριγύρω καὶ τὰ κοιτάξαμε.

— Τὴ συσκευασία, εἶπα, θὰ τὴν κάνω ἐγώ.

Εἶμαι μᾶλλον περήφανος γιὰ τὴν ἱκανότητά μου νὰ συσκευάζω πράγματα. Τὸ πακετάρισμα εἶναι ἕνα ἀπὸ τὰ πράγματα, ποὺ νομίζω ὅτι ξέρω καλύτερα ἀπὸ κάθε ἄλλον στὴ ζωή.

Ἐτόνισα τὸ γεγονὸς στὸ Γιῶργο καὶ στὸ Χάρη, καὶ τοὺς εἶπα, καλύτερα ν' ἀφήσουν ὅλη τὴν ὑπόθεση ὁλοκληρωτικὰ σὲ μένα. Συμφώνησαν σ' αὐτὴ τὴν πρόταση μὲ πολλὴ εὐχαρίστηση. Ὁ Γιῶργος ἄναψε τὴν πίπα του καὶ ξάπλωσε στὴν πολυθρόνα, καὶ ὁ Χάρης ἔβαλε τὰ πόδια του ἐπάνω στὸ τραπέζι, καὶ ἄναψε τὸποῦρο του.

Αὐτὸ δὲν ἦταν ἐκεῖνο ποὺ περίμενα. Αὐτὸ ποὺ ἐννοοῦσα, ἀσφαλῶς, ἦταν ὅτι ἐγὼ θὰ ἤμουν ὑπεύθυνος γιὰ τὴ δουλειά, καὶ ὅτι ὁ Χάρης καὶ ὁ Γιῶργος θὰ ἔπρεπε νὰ ἀκολουθήσουν τὶς ὁδηγίες μου.

Τὸ νὰ τὸ πάρουν ἔτσι τὸ ζήτημα μὲ ἐνώχλησε. Τίποτα δὲν μὲ ἐξοργίζει περισσότερο ἀπὸ τὸ νὰ βλέπω ἀνθρώπους νὰ κάθωνται καὶ νὰ μὴν κάνουν τίποτα, ὅταν ἐγὼ δουλεύω. Πάντως, δὲν εἶπα τίποτα, ἀλλὰ ἄρχισα νὰ ἑτοιμάζω τὰ μπαγκάζια. Παρουσιάσθηκε περισσότερη δουλειὰ ἀπὸ ὅ,τι εἶχα νομίσει, ἀλλὰ τελικὰ τελείωσα τὸ σάκκο καὶ κάθησα ἐπάνω του καὶ τὸν ἔδεσα μὲ τὸ λουρί.

Δὲ θὰ βάλης μέσα τὶς μπότες; εἶπε ὁ Χάρης.

Κύτταξα τριγύρω καὶ εἶδα ὅτι τὶς εἶχα ξεχάσει. Τέτοιος ἀκριβῶς εἶναι αὐτὸς ὁ Χάρης. Δὲν μποροῦσε, ἀσφαλῶς, νὰ πῆ μιὰ λέξη προτοῦ νὰ κλείσω καὶ νὰ δέσω τὸ σάκκο. Ὁ Γιῶργος γέλασε μὲ ἐκεῖνο τὸ ἀνόητο καὶ χωρὶς νόημα γέλιο του. Μὲ ἐξαγρίωσαν τόσο πολύ.

Ἄνοιξα τὸ σάκκο καὶ ἔβαλα μέσα τὶς μπότες, καὶ κατόπιν, καθὼς ἤμουν ἕτοιμος νὰ τὸν κλείσω, μοῦ ἦλθε μιὰ φοβερὴ ἰδέα. Εἶχα, ἄραγε, βάλει μέσα καὶ τὴν ὀδοντόβουρτσά μου. Δὲν ξέρω πῶς γίνεται αὐτό, ἀλλὰ ποτὲ δὲν ξέρω ἐὰν ἔχω βάλει μέσα στὴ βαλίτσα τὴν ὀδοντόβουρτσά μου.

Ἀσφαλῶς, ὑποχρεώθηκα τώρα νὰ τὰ βγάλω ὅλα ἔξω, καὶ φυσικὰ δὲν μποροῦσα νὰ τὴ βρῶ. Βρῆκα, πάνω ἀπὸ δέκα ὀκτὼ φορές, τὶς ὀδοντόβουρτσες τοῦ Γιώργου καὶ τοῦ Χάρη, ἀλλὰ δὲν μποροῦσα νὰ βρῶ τὴ δική μου. Ἔβαλα τὰ πράγματα ἕνα - ἕνα πίσω, καὶ κρατοῦσα τὸ καθένα ψηλὰ καὶ τὸ τίναζα. Τέλος βρῆκα τὴν ὀδοντόβουρτσά μου μέσα σὲ μιὰ μπότα. Τὰ ξανάκλεισα ἄλλη μιὰ φορά.

Ὅταν εἶχα τελειώσει, ὁ Γιῶργος ρώτησε ἂν ἦταν μέσα τὸ σαπούνι. Εἶπα ὅτι δὲν μὲ ἔνιαζε ἂν τὸ σαπούνι ἦταν μέσα ἢ ὄχι, καὶ χτύπησα (στὸ πάτωμα)

τὸ σάκκο γιὰ νὰ τὸν κλείσω καὶ νά τὸν δέσω μὲ τὸ λουρί. Ἀνακάλυψα τότε ὅτι εἶχα κλείσει μέσα τὸν καπνό μου καὶ ἔπρεπε νὰ τὸν ξανανοίξω. Ὁ σάκκος ἔκλεισε τελικὰ στὶς 10.05΄ μ.μ. Ἔμενε ἀκόμα νὰ συσκευαστοῦν τὰ καλάθια. Ὁ Χάρης εἶπε, ὅτι θὰ ἦταν προτιμότερο νὰ κάνουν τὰ ὑπόλοιπα αὐτὸς καὶ ὁ Γιῶργος. Συμφώνησα καὶ κάθησα κάτω.

VOCABULARY

a dramatist	= a playwright
the best known	= the most famous
a novelist	= a writer of novels
utensil	= an instrument or vessel, especially one used in a kitchen or dairy. Any useful tool or implement
to be in charge of the job	= to be the responsible of the job.
to vex	— to annoy or anger, as by petty provocations; to irritate
packing	act or process of one who or that which packs.

ΠΑΡΑΤΗΡΗΣΕΙΣ

. . . and looked at it

Τὰ σύνθετα τοῦ ρήματος look εἶναι τὰ ἀκόλουθα:

look about	= κυττάω γύρω μου, ψάχνω, ἀναζητῶ
look after	= φροντίζω, περιποιοῦμαι to look after one's interest = φροντίζω τὰ συμφέροντά μου
look at	= προσβλέπω, παρατηρῶ, κυττάζω, ἐξετάζω fair to look at = ὄμορφος στὴν ὄψη
look away	= ἀποστρέφω τὸ βλέμμα, κυττάζω ἀλλοῦ

look back = κυττάζω πρὸς τὰ πίσω
to look back upon the past = ἀναπολῶ τὸ παρελθὸν

look down = κυττάζω χάμω, κατεβάζω τὰ μάτια. Ἐπιβάλλομαι στὸ ἀκροατήριο μὲ τὸ βλέμμα

look for = ψάχνω, ἀναζητῶ
my daughter is looking for a job = ἡ κόρη μου ψάχνει γιὰ δουλειὰ

look forward = προσβλέπω πρὸς κάτι, περιμένω κάτι μὲ χαρὰ
to look forward to a happy life = προσβλέπω σὲ μιὰ εὐτυχισμένη ζωή, βλέπω τὸ μέλλον εὐτυχισμένο

look in = μπαίνω περαστικός, περνῶ βιαστικὰ ἀπὸ κάποιον
I' ve just looked in for a moment = μπῆκα μόνο γιὰ μιὰ στιγμὴ

look into = ἐξετάζω, μελετῶ (τὸ ζήτημα). Ξεφυλλίζω (ἕνα βιβλίο)

look on = (ἐπὶ κτιρίου) βλέπω πρός, ἔχω πρόσοψη πρός. Εἶμαι θεατής
I am not playing, I' m merely looking on = δὲν παίζω, εἶμαι ἁπλῶς θεατὴς

look out = κυττάζω ἔξω. Ἀναζητῶ, ψάχνω γιὰ κάτι
He looked out the finest oranges for me = μοῦ διάλεξε τὰ πιὸ ὄμορφα πορτοκάλια

look over = ἐπιθεωρῶ, ἐξετάζω, ρίχνω μιὰ ματιὰ

look round = κυττάζω γύρω μου
to look round = κυττάζω γύρω μου ψάχνοντας γιὰ κάποιον

look through = ἐξετάζω, ξεφυλλίζω (χαρτιά), ξανακυττάζω

look to = (ἐπὶ κτιρίου) βλέπω, ἔχω πρόσοψη, προσέχω
you had better look to it = καλύτερα νὰ τὸ πρόσεχες

look towards = κυττάζω πρὸς κάποιο μέρος
I look towards you = στὴν ὑγειά σου!

look up = σηκώνω τὸ βλέμμα, κυττάζω ψηλὰ

look upon = κυττάζω, παρατηρῶ
to look upon someone favorably = βλέπω κάποιον μὲ συμπάθεια

EXERCISE 397

Νὰ κλίνετε τὸ ρῆμα visit στὸν Ἐνεστῶτα καὶ Ἀόριστο τῆς Παθητικῆς Φωνῆς, στὸν καταφατικό, ἀρνητικὸ καὶ ἐρωτηματικὸ τύπο.

EXERCISE 398

Νὰ γραφοῦν οἱ ἀρχικοὶ χρόνοι τῶν ρημάτων

beat, begin, draw, ring, see

LIX

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 397

Passive Voice

Simple Present Tense

Affirmative form

I am visited
you are visited
he is visited
she is visited
it is visited
we are visited
you are visited
they are visited

Negative Form

I am not visited
you are not visited
he is not visited
she is not visited
it is not visited
we are not visited
you are not visited
they are not visited

Interrogative Form

Am I visited?
Are you visited?

Is he visited?
Is she visited?
Is it visited?
Are we visited?
Are you visited?
Are they visited?

Simple Past Tense

Affirmative Form

I was visited
you were visited
he was visited
she was visited
it was visited
we were visited
you were visited
they were visited

Negative Form

I was not visited
you were not visited
he was not visited
she was not visited
it was not visited
we were not visited
you were not visited
they were not visited

Interrogative Form

Was I visited?
Were you visited?
Was he visited?

Was she visited?
Was it visited?
Were we visited?
Were yon visited?
Were they visited?

ΚΛΕΙΔΙ ΑΣΚΗΣΕΩΣ 398

beat — beat — beat (beaten)
begin — began — begun
draw — drew — drawn
ring — rang — rung
see — saw — seen

TEXT

POOR RICHARD SAYS

(By Benjamin Franklin)

Benjamin Franklin published an almanac known as "Poor Richard's Almanac", from 1733 to 1758 under the name of Richard Saunders; and "Poor Richard" became a well known pen name in American literature. The sayings of "Poor Richard" which appeared in the almanacs were based on the common sense proverbs and expressions of all ages and nations. These practical words of advice to the people, improved by Franklin's talent for simple, humorous writing, had universal appeal.

"They that won't be advised can't be helped." Richard's sayings use few words because, "A word to the wise is enough."

On learning from others, Poor Richard says that:

"Wise men learn by the mistakes of others, fools hardly by their own."

"Traditionalists tell us what is best; but we must learn from the moderns what is most fitting."

"Learn from the skillful; he that teaches himself has a fool for a master."

"Being uneducated is not so dishonorable as being unwilling to learn."

On careful judgement even in the smallest matters, Poor Richard advises:

"A little carelessness may cause great trouble."
"A small leak will sink a great ship."
"For want of a nail the shoe was lost;
For want of a shoe the horse was lost;
And for want of a horse the rider was lost,
Being overpowered and killed by his enemy;
All for want of care about a horseshoe nail."

On the use of money:

"Buy what you have no need of and before long you will have to sell your necessities."

"If you would know the value of money, go and try to borrow some."

"It's easier to control the first wish, than to satisfy all that follows it."

On secrets, Dick says:

"If you would keep your secret from an enemy, tell it not to a friend."

"Three may keep a secret, if two on them are dead."

On the value of hard work, Dick says:

"Industriousness is the mother of good luck."
"The used key is always bright."
"There are no gains without pains."
"At the workingman's house, hunger looks in, but does not enter."

On not wasting time, Poor Richard says:

"Plow deep, while others sleep.
And you shall have corn to sell and to keep."
"Have you something to do tomorrow? Do it today."
"Early to bed and early to rise,
Makes a man healthy, wealthy and wise."

On success:

"If you would not be forgotten as soon as you are dead, either write things worth reading, or do things worth the writing."

TRANSLATION

ΠΑΡΟΙΜΙΕΣ ΤΟΥ ΦΤΩΧΟΥ ΡΙΧΑΡΔΟΥ

(Τοῦ ΒΕΝΙΑΜΙΝ ΦΡΑΓΚΛΙΝΟΥ)

Ὁ Βενιαμὶν Φραγκλῖνος ἐξέδιδε ἀπὸ τὸ 1733 ὣς τὸ 1758 ἕναν Καζαμία ποὺ λεγόταν «Ὁ Καζαμίας τοῦ Φτωχοῦ Ριχάρδου», μὲ τὸ ὄνομα Ριχάρδος Σάουντερς. Ἔτσι, ὁ «Φτωχὸς Ριχάρδος» ἔγινε ἕνα πολὺ γνωστὸ ψευδώνυμο στὴν ἀμερικανικὴ λογοτεχνία.

Οἱ παροιμίες τοῦ «Φτωχοῦ Ριχάρδου», ποὺ παρουσιάσθηκαν στὰ τεύχη τοῦ Καζαμία, βασίζονται στὴν κοινὴ λογικὴ καὶ σὲ παροιμίες καὶ ἐκφράσεις ὅλων τῶν ἐποχῶν καὶ ἐθνῶν. Αὐτὲς οἱ πρακτικὲς συμβουλὲς πρὸς τοὺς ἀνθρώπους, ἀποδομένες χάρη στὸ ταλέντο τοῦ Φραγκλίνου μὲ ἕνα ἁπλὸ καὶ χιουμοριστικὸ γράψιμο, εἶχαν οἰκουμενικὴ ἀπήχηση.

«Αὐτοὶ ποὺ δὲν ἐπιδέχονται συμβουλή, δὲν μποροῦν νὰ βοηθηθοῦν». Οἱ παροιμίες τοῦ Ριχάρδου χρησιμοποιοῦν λίγες λέξεις, διότι «Μιὰ λέξη εἶναι ἀρκετὴ γιὰ τὸν φρόνιμο».

Γιὰ τὴ μάθηση ἀπὸ τοὺς ἄλλους, ὁ «Φτωχὸς Ριχάρδος» λέει ὅτι:

«Οἱ μυαλωμένοι ἄνθρωποι μαθαίνουν ἀπὸ τὰ λάθη τῶν ἄλλων, οἱ χαζοὶ δύσκολα (μαθαίνουν) ἀπὸ τὰ δικά τους».

«Οἱ συντηρητικοὶ μᾶς λένε τί εἶναι τὸ καλύτερο, ἀλλὰ ἀπὸ τοὺς μοντέρνους (συγχρόνους) πρέπει νὰ μάθουμε τί εἶναι τὸ πιὸ κατάλληλο».

«Μάθαινε ἀπὸ τὸν ἐπιδέξιο (ἐπιτήδειο). Αὐτὸς ποὺ αὐτοδιδάσκεται ἔχει ἕνα χαζὸ γιὰ δάσκαλο».

«Ἡ ἀμορφωσιὰ δὲν εἶναι τόσο ἀτιμωτική, ὅσο ἡ ἀπροθυμία νὰ μάθῃς».

Γιὰ τὴν προσεκτικὴ κρίση ἀκόμη καὶ σὲ πολὺ μικρὰ πράγματα, ὁ «Φτωχὸς Ριχάρδος» συμβουλεύει :

«Μιὰ μικρὴ ἀπροσεξία μπορεῖ νὰ δημιουργήσῃ μιὰ μεγάλη φασαρία».

«Μιὰ μικρὴ τρύπα μπορεῖ νὰ βυθίσῃ ἕνα μεγάλο καράβι».

«Ἀπὸ τὴν ἔλλειψη ἑνὸς καρφιοῦ χάθηκε τὸ πέταλο. Ἀπὸ τὴν ἔλλειψη ἑνὸς παπουτσιοῦ χάθηκε τὸ ἄλογο. Καὶ ἀπὸ τὴν ἔλλειψη τοῦ ἀλόγου χάθηκε ὁ καβαλάρης, ποὺ νικήθηκε καὶ σκοτώθηκε ἀπὸ τὸν ἐχθρό του». Κι ὅλ' αὐτὰ γιατὶ δὲν νοιάστηκε γιὰ ἕνα καρφὶ στὸ πέταλο τοῦ ἀλόγου.

Γιὰ τὴ χρήση τοῦ χρήματος:

«Ἀγόραζε ὅ,τι δὲν σοῦ χρειάζεται καὶ σύντομα θὰ πρέπει νὰ πουλήσῃς ὅ,τι σοῦ εἶναι ἀπαραίτητο».

«Ἐὰν θέλῃς νὰ μάθῃς τὴν ἀξία τοῦ χρήματος, πήγαινε καὶ προσπάθησε νὰ δανειστῇς μερικὰ (χρήματα)».

«Εἶναι εὐκολώτερο νὰ συγκρατήσῃς τὴν πρώτη ἐπιθυμία, παρὰ νὰ ἱκανοποιήσῃς ὅλα τὰ ἐπακόλουθά της».

Γιὰ τὰ μυστικὰ λέγει ὁ Ντὶκ :

«Ἐὰν θὲς νὰ κρύψῃς ἕνα μυστικὸ ἀπὸ ἕναν ἐχθρό, μὴν τὸ πῇς σ' ἕνα φίλο».

«Τρεῖς μποροῦν νὰ κρατήσουν ἕνα μυστικό, ἐὰν οἱ δυὸ εἶναι πεθαμένοι».

Γιὰ τὴν ἀξία τῆς σκληρῆς ἐργασίας ὁ Ντὶκ λέγει :

«Ἡ ἐργατικότητα εἶναι ἡ μητέρα τῆς καλῆς τύχης».

«Τὸ κλειδὶ ποὺ μεταχειριζόμαστε εἶναι πάντα ἀστραφτερό».

«Δὲν ὑπάρχουν κέρδη χωρὶς κόπους».

Στὸ σπίτι τοῦ ἐργαζομένου, ἡ πείνα βλέπει μέσα, ἀλλὰ ποτὲ δὲν μπαίνει».

Γιὰ τὸ χάσιμο τοῦ χρόνου, ὁ «Φτωχὸς Ριχάρδος» λέγει :

«Ὤργωνε βαθιά, ἐνῷ οἱ ἄλλοι κοιμοῦνται. Καὶ θὰ ἔχῃς καλαμπόκι νὰ πουλήσῃς καὶ νὰ κρατήσῃς».

«Ἔχεις κάτι νὰ κάνῃς αὔριο; Κάνε το σήμερα».

«Ἐνωρὶς στὸ κρεβάτι, ἐνωρὶς νὰ σηκώνεσαι, κάνει τὸν ἄνθρωπο ὑγιῆ, πλούσιο καὶ σοφό».

Γιὰ τὴν ἐπιτυχία :

«Ἐὰν δὲν θέλης νὰ σὲ ξεχάσουν μόλις πεθάνης, ἢ γράφε πράγματα ἄξια νὰ διαβαστοῦν ἢ κάνε πράξεις πολύτιμες γιὰ νὰ γραφοῦν».

VOCABULARY

almanac	= a book or table containing a calendar of days, weeks, and months, to which astronomical data and various statistics are often added, such as the times of sunset and sunrise, changes of the moon etc.
proverb	= a profound maxim. A brief epigrammatic saying that is a popular by word
wise	= discerning and judging soundly concerning what is true or false, proper or improper; discreet—opposed to foolish; dictated or guided by wisdom; sage.
traditionalist	= conservative
waste	= to use up, to consume, to expend needlessly, carelessly, or without valuable result; to squander.

ΠΑΡΑΤΗΡΗΣΕΙΣ

. . . can't be helped

Τὰ σύνθετα τοῦ ρήματος help εἶναι τὰ ἀκόλουθα:

help along	= βοηθῶ κάποιον νὰ προχωρήση, προωθῶ
help down	= βοηθῶ κάποιον νὰ κατέβη
help forward	= προωθῶ (μιὰ ὑπόθεση)
help in	= βοηθῶ κάποιον νὰ μπῆ, ν' ἀνέβη στ' ἁμάξι

help off to help someone off with his coat = βοηθῶ κάποιον νὰ βγάλη τὸ πανωφόρι του

help on = help forward
'Επίσης:
to help someone on with his coat = βοηθῶ κάποιον νὰ φορέση τὸ πανωφόρι του

help out = βοηθῶ κάποιον νὰ βγῇ ἀπὸ ἕνα μέρος ἢ ἀπὸ μιὰ δυσκολία. Συμπληρώνω ἐλλείψεις

help over = βοηθῶ κάποιον νὰ ὑπερπηδήση, νὰ ξεπεράση κάτι (τοῖχο, ἐμπόδιο κλπ.)

help throughout = help out

help up = βοηθῶ κάποιον ν' ἀνέβη, νὰ σηκωθῆ. Κάνω πλάτες σὲ κάποιον

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WHO REALLY DISCOVERED AMERICA?

The year was 531 B.C. The scene: the coast of Brazil some 100 miles north of present - day Rio de Janeiro. A slim sailing ship, about 80 feet long, moved cautiously into the mouth of the Paraiba River. In the stern stood a bearded man, bare to the waist in the tropic heat, a multicolored cloth robe covering the rest of his body. On the deck before him were 11 men and three women who pleaded with him to sail home. Sternly the leader ordered the ship's scribe to record the following message on a stone and plant it on the riverbank.

"We are Sidonian Canaanites from the city of the Merchant King. We were cast up on this distant island, a land of mountains. We sacrificed a youth to the celestial gods and goddesses in the 19th year of our mighty King Hiram and embarked from Ezion - geber into the Red Sea. We voyaged with ten ships and were at sea together for two years around Africa. Then we were separated by the hand of Baal and were no longer with our companions. So we have come here, 12 men and three women, into "Island of Iron". Am I, the admiral, a man who would flee? Nay! May the celestial gods and goddesses favor us well!"

This story of seafarers from the Mediterranean city of Sidon landing in South America 2023 years before Columbus is not science fiction; it is sober scientific fact. We do not know what happened to the admiral and his crew, but 100 years ago the incised stone was found by a party of workmen, and a copy of the message was sent for translation to the Historical Institute of Brazil. The Institute sent a copy of the message to the greatest Semitic authority then living, a Frenchman named Ernest Renan,

who labeled it a fake — because, it is now known, he misread and misunderstood the text he received.

No more was heard of the message until, in 1967, it came to the attention of Cyrus Gordon, head of the Department of Mediterranean Studies at Brandeis University. In his book «Before Columbus» (published by Crown), Gordon tells how recent discoveries of ancient Semitic expressions enabled him to decipher the long - lost message and to establish its authenticity. For example, the "hand of Baal," meaning fate or divine will, has been found in a Phoenician inscription from Cyprus, establishing it as a Semitic phrase. (The admiral's reference to Brazil as "Island of Iron", Gordon points out, indicates a prior knowledge of one of the country's greatest natural assets — rich iron reserves in the province of Minas Gerais, reachable via the Paraiba River.)

Although the stone is the oldest dated piece of evidence of transatlantic crossings before the birth of Christ, archeologists and historical cartographers have in recent years gathered a wealth of evidence to substantiate the existence of busy sealanes between the Old World and the New World in history's dawn. From Guatemala has come an incense burner, with a sculptured head of a man whose high - crowned nose, classically sculptured beard and bemused, strangely serene expression clearly identify him as Semitic. And yet the head was made by Maya Indians during the early classical period (300 - 600 A.D.). Other finds in Central America include sculpted heads of Negroes, visible evidence of traffic between Africa and the New World hundreds of years before Columbu's historic voyage.

Apparently even the vast Pacific was no barrier to daring sailors from Japan and China. Archeologists have found 5000 - year - old Japanese pottery in Ecuador. Students of Chinese literature have translated the narrative of a Buddhist monk named Hoei Shin, who claimed to have voyaged from China in 449 A.D. to a land 20.000 Chinese miles to the east. Hoei's narrative accurately describes many customs of the civilizations in Mexico and Central America, particularly those of the Maya tribe known as the Itzas. Archeologists have noted that pyramids of the Itzas and the temple pyramids of Cambodia have unmistakable similarities.

Cartographers have added substantially to the discoveries of archeologists.

There is evidence that the Greeks and Romans were among those who sailed to America.

Recent archeological evidence supports long - held theories that the Norsemen penetrated deep into the North American continent.

Do these findings mean that Cristopher Columbus should be dumped on history's junk heap? Not at all.

The study of this new perspective makes it clear that, instead of bumbling westward on blind faith in his destiny, Columbus prepared himself for his epic voyage by studying historic maps, consulting sailors during trips to such places as Africa and England. Columbu's discovery, says Heyerdahl, "resulted from brainwork and meticulous planning."

TRANSLATION

ΠΟΙΟΣ ΑΝΑΚΑΛΥΨΕ ΠΡΑΓΜΑΤΙΚΑ ΤΗΝ ΑΜΕΡΙΚΗ;

Ἔτος: 531 π.Χ. Σκηνή: Ἡ ἀκτὴ τῆς Βραζιλίας καμιὰ ἑκατοστὴ μίλια βορειότερα ἀπ' τὸ σημερινὸ Ρίο Ἰανέιρο. Ἕνα κομψὸ ἱστιοφόρο, κάπου ὀγδόντα πόδια μάκρος, ἔμπαινε προσεχτικὰ στὸ στόμιο τοῦ ποταμοῦ Παράιμπα. Στὴν πλώρη, μέσα στὴν τροπικὴ ζέστη, στεκόταν ἕνας ἄντρας μὲ γενειάδα, γυμνὸς ὡς τὴ μέση κι ἕνας πολύχρωμος πάνινος χιτώνας κάλυπτε τὸ ὑπόλοιπο κορμί του. Πάνω στὸ κατάστρωμα 11 ἄντρες καὶ τρεῖς γυναῖκες στέκονταν μπροστά του καὶ τὸν παρακαλοῦσαν νὰ κάνη πανιὰ γιὰ τὴν πατρίδα. Ἀλύγιστα ὁ ἐπικεφαλῆς πρόσταξε τὸ γραφιὰ τοῦ καραβιοῦ νὰ καταγράψη τὸ παρακάτω μήνυμα σὲ μιὰ πέτρα καὶ νὰ τὴ φυτέψη στὴν ὄχθη τοῦ ποταμοῦ:

«Εἴμαστε Χαναναῖοι ἀπὸ τὴ Σιδώνα, τὴν πόλη τοῦ Ἐμπορευόμενου Βασιλιᾶ. Ἡ θάλασσα μᾶς ἔρριξε σ' αὐτὸ τὸ μακρινὸ νησί, ἕναν ὀρεινὸ τόπο. Τὴ 19η χρονιὰ τῆς βασιλείας τοῦ πανίσχυρου ἄνακτά μας Χιράμ, θυσιάσαμε ἕναν ἔφηβο στοὺς ἐπουράνιους θεοὺς καὶ θεὲς καὶ σαλπάραμε ἀπὸ τὸ Ἐζιὸν - Γκεμπὲρ στὴν Ἐρυθρὰ Θάλασσα. Ταξιδεύαμε δέκα καράβια καὶ δυὸ χρόνια βρισκόμασταν στὴ θάλασσα (κάνοντας) τὸ γύρο τῆς Ἀφρικῆς. Ἔπειτα τὸ χέρι τοῦ Βάαλ μᾶς χώρισε καὶ δὲν εἴμαστε πιὰ

μαζὶ μὲ τοὺς συντρόφους μας. Ἔτσι ἤρθαμε ἐδῶ, δώδεκα ἄντρες καὶ τρεῖς γυναῖκες στὸ «Νησὶ τοῦ Σίδερου». Εἶμαι ἐγώ, ὁ ναύαρχος, ἄνθρωπος ποὺ θὰ μποροῦσα νὰ τραπῶ σὲ φυγή; Ὄχι! Εἴθε οἱ ἐπουνάριοι θεοὶ καὶ οἱ θεὲς νὰ μᾶς στείλουν τὴν εὔνοιά τους!»

Τούτη ἡ ἱστορία γιὰ θαλασσοπόρους ἀπ᾽ τὴ μεσογειακὴ πόλη τῆς Σιδώνας ποὺ ἄραξαν στὴ Νότιο Ἀμερικὴ 2023 χρόνια πρὶν ἀπὸ τὸν Κολόμβο δὲν εἶναι διήγημα ἐπιστημονικῆς φαντασίας. Εἶναι νηφάλιο ἐπιστημονικὸ γεγονός. Δὲν ξέρουμε τί ἀπόγιναν ὁ ναύαρχος καὶ τὸ πλήρωμά του. Πάντως, πρὶν ἀπὸ ἑκατὸ χρόνια, μιὰ ὁμάδα ἐργατῶν βρῆκε τὴ χαραγμένη πέτρα καὶ ἕνα ἀντίγραφο τοῦ μηνύματος στάλθηκε στὸ Ἱστορικὸ Ἰνστιτοῦτο τῆς Βραζιλίας γιὰ νὰ μεταφραστῆ. Τὸ Ἰνστιτοῦτο ἔστειλε ἀντίγραφο τοῦ μηνύματος στὴ μεγαλύτερη ζῶσα τότε αὐθεντία ἐπὶ τῶν Σημιτικῶν Ζητημάτων, ἕναν Γάλλο ποὺ λεγόταν Ἐρνὲστ Ρενάν, ὁ ὁποῖος τὸ χαρακτήρισε ψεύτικο, ἐπειδὴ δὲν διάβασε σωστὰ καὶ παρανόησε τὸ κείμενο ποὺ ἔλαβε.

Δὲν ξανάγινε πιὰ λόγος γιὰ τὸ μήνυμα, ὥσπου τὸ 1967 ἔπεσε στὴν προσοχὴ τοῦ Σάιρους Γκόρντον, τοῦ προϊστάμενου στὸ Τμῆμα Μεσογειακῶν Μελετῶν τοῦ Πανεπιστημίου Μπράντις. Στὸ βιβλίο του «Πρὶν ἀπὸ τὸν Κολόμβο» (ἔκδοση Κράουν) ὁ Γκόρντον μᾶς λέει πὼς πρόσφατες ἀνακαλύψεις ἀρχαίων σημιτικῶν ἐκφράσεων τοῦ ἔδωσαν τὴν ἱκανότητα νὰ ἀποκρυπτογραφήση τὸ ἀπὸ καιρὸ χαμένο μήνυμα καὶ νὰ ἐξακριβώση τὴν αὐθεντικότητά του. Π.χ. «τὸ χέρι τοῦ Βάαλ», ποὺ σημαίνει «ἡ μοίρα» ἢ «τὸ θέλημα τοῦ θεοῦ», βρέθηκε σὲ μιὰ φοινικικὴ ἐπιγραφὴ στὴν Κύπρο, βεβαιώνοντας ἔτσι ὅτι αὐτὸ ἦταν μιὰ (συνηθισμένη) σημιτικὴ φράση. (Ὁ Γκόρντον ὑπογραμμίζει ὅτι ἡ ἀναφορὰ τῆς Βραζιλίας ἀπὸ τὸ ναύαρχο ὡς «Νησὶ τοῦ Σίδερου» ὑποδείχνει πὼς τοῦ ἦταν ἀπὸ πρὶν γνωστὸς ἕνας ἀπὸ τοὺς μεγαλύτερους πλουτοπαραγωγικοὺς πόρους τῆς χώρας, τὰ πλούσια κοιτάσματα σιδήρου στὴν ἐπαρχία Μίνας Τζεράις, ὅπου φτάνει κανεὶς ἀναπλέοντας τὸν ποταμὸ Παράιμπα).

Ἂν καὶ ἡ πέτρα εἶναι τὸ ἀρχαιότερα χρονολογημένο τεκμήριο ὑπερατλαντικῶν ταξιδιῶν πρὶν ἀπ᾽ τὴ γέννηση τοῦ Χριστοῦ, οἱ ἀρχαιολόγοι καὶ οἱ ἱστορικοὶ χαρτογράφοι ἔχουν τὰ τελευταῖα χρόνια συγκεντρώσει ἕναν πλοῦτο τεκμηρίων, ποὺ δίνουν ὑπόσταση στὴν ἄποψη ὅτι κατὰ τὴν αὐγὴ τοῦ πολιτισμοῦ ὑπῆρχαν πολυσύχναστοι θαλασσινοὶ δρόμοι ἀνάμεσα στὸν Παλιὸ Κόσμο καὶ τὸν Νέο.

Στὴ Γουατεμάλα βρέθηκε ἕνα λιβανιστήρι μὲ ἕνα γλυπτὸ κεφάλι ἀνδρός, ποὺ ἡ πολὺ καμπουρωτὴ μύτη του, ἡ κλασικὰ σκαλισμένη γενειάδα του καὶ ἡ στοχαστική, παραδόξως γαλήνια ἔκφρασή του τὸ χαρακτηρίζουν σαφέστατα ὡς σημιτικό. Καὶ ὅμως τὸ κεφάλι αὐτὸ ἔγινε ἀπὸ τοὺς Ἰνδιάνους Μάγια κατὰ τὴν πρώιμη κλασικὴ περίοδο (300—600 π.Χ.).

Ἄλλα εὑρήματα στὴν Κεντρικὴ Ἀμερικὴ περιλαμβάνουν γλυπτὰ κεφάλια νέγρων, ὁλοφάνερη μαρτυρία ἐπικοινωνίας ἀνάμεσα στὴν Ἀφρικὴ καὶ τὸ Νέο Κόσμο ἑκατοντάδες χρόνια πρὶν ἀπὸ τὸ ἱστορικὸ ταξίδι τοῦ Κολόμβου.

Ὅπως φαίνεται, ἀκόμα καὶ ὁ εὐρὺς Εἰρηνικὸς δὲν ἀποτελοῦσε φραγμὸ γιὰ τολμηροὺς ναυτικοὺς ἀπὸ τὴν Ἰαπωνία καὶ τὴν Κίνα. Ἀρχαιολόγοι ἔχουν βρεῖ στὸ Ἐκουαδὸρ γιαπωνέζικα κεραμεικὰ ἡλικίας 5.000 χρόνων. Μελετητὲς τῆς Κινέζικης Λογοτεχνίας ἔχουν μεταφράσει τὸ ἀφήγημα ἑνὸς Βουδδιστῆ μοναχοῦ, Χοέι Σὶν μὲ τ' ὄνομα, ποὺ ἰσχυριζόταν ὅτι ἔχει ταξιδέψει ἀπὸ τὴν Κίνα τὸ 449 π.Χ. σὲ μιὰ χώρα ποὺ ἀπέχει 20.000 κινέζικα μίλια πρὸς Ἀνατολάς. Ἡ ἀφήγηση τοῦ Χοέι περιγράφει μὲ ἀκρίβεια πολλὰ ἔθιμα τῶν πολιτισμῶν (ποὺ ὑπῆρχαν) στὸ Μεξικὸ καὶ στὴν Κεντρικὴ Ἀμερική, ἰδιαίτερα τὰ ἔθιμα μιᾶς φυλῆς τῶν Μάγια ποὺ εἶναι γνωστὴ μὲ τὸ ὄνομα Ἴζτας. Οἱ ἀρχαιολόγοι ἔχουν παρατηρήσει ὅτι ἡ πυραμίδες τῶν Ἴζτας καὶ οἱ πυραμιδοειδεῖς ναοὶ τῆς Καμπότζης ἔχουν ἀλάθευτες ὁμοιότητες.

Χαρτογράφοι ἔχουν προσθέσει σημαντικὰ στοιχεῖα στὶς ἀνακαλύψεις τῶν ἀρχαιολόγων.

Ὑπάρχουν ἐπίσης τεκμήρια ὅτι οἱ Ἕλληνες καὶ οἱ Ρωμαῖοι ἦταν ἀνάμεσα στοὺς λαοὺς ποὺ ταξίδευαν στὴν Ἀμερική.

Πρόσφατες ἀρχαιολογικὲς ἐνδείξεις ὑποστηρίζουν ἀπὸ καιρὸ διατυπωμένες θεωρίες ὅτι οἱ Νορβηγοὶ (Βίκιγκς) εἶχαν φτάσει καὶ εἰσχωρήσει βαθιὰ στὴ βορειοαμερικανικὴ ἤπειρο.

Ἄραγε, ὅλα αὐτὰ τὰ εὑρήματα σημαίνουν ὅτι ὁ Χριστόφορος Κολόμβος πρέπει νὰ πεταχτῆ στὸ κάλαθο ἀχρήστων τῆς Ἱστορίας; Διόλου. Ἡ μελέτη αὐτῆς τῆς νέας προοπτικῆς δείχνει σαφῶς ὅτι, ἀντὶ ὁ Κολόμβος νὰ πάη δυτικά, ἀκολουθώντας μὲ τυφλὴ πίστη τη μοίρα του, ἑτοιμάστηκε προσεκτικὰ γιὰ τὸ ἐπικό του ταξίδι μελετώντας ἱστορικοὺς χάρτες καὶ συμβουλευόμενος ναυτικοὺς στὴ διάρκεια ταξιδιῶν του σὲ μέρη ὅπως ἡ Ἀφρικὴ καὶ ἡ Ἀγγλία. Ἡ ἀνακάλυψη τοῦ Κολόμβου, λέει ὁ Χέιερνταλ, ἦταν καρπὸς ἐργασίας τοῦ μυαλοῦ καὶ προσεκτικῆς προπαρασκευῆς.

LXI

TEXT

THE SELFISH GIANT

(by Oscar Wilee)

Every afternoon, as they were coming from school, the children used to play in the Giant's garden. It was a large, lovely garden, with soft green grass. Here and there stood beautiful flowers like stars, and there were 12 peach trees which in the springtime burst into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them.

— How happy we are here! they cried to each other.

One day the Giant came back to his castle. He had been to visit his friend the Cornish Ogre, and had stayed for seven years. When he arrived home, he saw the children playing in the garden.

— What are you doing here? he cried in a gruff voice. My own garden is my own garden. Anyone can understand that, and I will allow nobody to play in it but myself.

So he built a high wall all round it and put up a sign:

TRESPASSERS WILL BE PROSECUTED

He was a very selfish Giant.

The poor children had nowhere to play now. They tried to play on the road, but it was dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside.

— How happy we were there! they said to each other.

Then spring came, and all over the country there were little

blossoms and little birds. In the garden of the Selfish Giant, though, it was still winter. The birds did not care to sing in it, as there were no children, and the trees forgot to blossom. Once a beautiful flower raised its head from the grass, but when it saw the sign it felt so sorry for the children that it slipped back into the ground again and went off to sleep.

The only people who were pleased were the Snow and the Frost. "Spring has forgotten this garden," they cried, "so we will live here all year round!" The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He roared about the garden all day, and blew the chimney pots down. "This is a delightful spot, "he said. "We must ask the Hail on a visit."So the Hail came. Every day for three hours he rattled on the roof of the castle until he broke most of the slates. Then he ran round and round the garden as fast as he could, his breath like ice.

I cannot understand why spring is so late in coming, said the Selfish Giant, as he sat at the window and looked out at his cold, white garden. I hope there will be a change in the weather.

But spring never came, nor summer. Autumn gave golden fruit to every garden, but to the Giant's garden she gave nothing.

– He is too selfish, she said.

So it was always winter there. One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. It was really only a little bird singing outside his window, but so much time had passed since he had heard a bird sing in his garden that the sound seemed to him the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and a delicious perfume came to him through the open window.

"I believe spring has come at last," said the Giant, and he jumped out of bed and looked out.

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they had covered themselves with blossoms,

and were waving their arms gently above the children's heads. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing.

It was a lovely scene, but in one corner it was still winter. It was the farthest corner of the garden, and in it stood a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering round it, crying bitterly. The poor tree was still covered with frost and snow, and the North Wind was blowing and roaring above it. "Climb up, little boy", said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's heart melted as he looked out. "How selfish I have been!" he said. "Now I know why spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground forever and ever". He was very sorry for what he had done.

He crept downstairs and opened the front door quite softly, and went out into the garden. When the children saw him, however they were so frightened that they all ran away, and the garden became winter again. Only the little boy did not run, for his eyes were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds, came and sang on it, and the little boy stretched out his two arms and flung them round the Giant's neck and kissed him. And the other children, seeing what was happening, came running back, and with them came the spring.

— It is your garden now, children, said the Giant, and he took a great ax and knocked down the wall.

— And when people passed by on their way to market, they found the Giant playing with the children in the most beautiful garden they had ever seen.

All day long the children played, and in the evening they bade the Giant good - by.

— But where is your little companion—the boy I put into the tree? he asked.

— We don't know, answered the children. He has gone away.

— You must tell him to be sure and come tomorrow, said the Giant.

But the children said that they did not know where he lived, and that they had never seen him before. The Giant felt very sad.

Every afternoon, when school was over, the children came and played with the Giant. But the little boy whom the Giant loved was never seen again. The Giant was very kind to all the children, yet he longed for his first little friend.

— How I would like to see him!" he used to say.

Years passed, and the Giant grew old and feeble. He could not play about anymore, so he sat in a huge armchair and watched the children at their games and admired his garden.

— I have many beautiful flowers, he said, but the children are the most beautiful flowers of all".

One winter morning he looked out of his window as he was dressing. He did not hate winter now, for he knew that it was merely spring asleep, and that the flowers were resting. Suddenly he rubbed his eyes in wonder and looked. He saw a marvelous sight. In the farthest corner of the garden was a tree covered with lovely white blossoms. Its branches were golden, and silver fruit hung down from them, and underneath it stood the little boy he had loved.

In joy, the Giant ran out into the garden and approached the child. When he came close, his face grew red with anger.

— Who hath dared to wound thee? he shouted. For on the palms of the child's hands were the prints of two nails, and the prints of two nails were on his feet.

— Who hath dared to wound thee? cried the Giant again. Tell me, so I may take my sword and slay him!

— Nay, answered the child. These are the wounds of Love.

— Who art thou? said the Giant. Then a strange awe fell on him, and he knelt before the little child. And the child smiled on the Giant, and said to him:

— You let me play once in your garden. Today you shall come with me to my garden, which is Paradise.

TRANSLATION

Ο ΕΓΩΙΣΤΗΣ ΓΙΓΑΝΤΑΣ

(Τοῦ Ὄσκαρ Οὐάιλντ)

Καθὼς γύριζαν ἀπὸ τὸ σχολεῖο κάθε ἀπόγευμα, τὰ παιδιὰ συνήθιζαν νὰ παίζουν μέσα στὸν κῆπο τοῦ Γίγαντα. Ἦταν ἕνας μεγάλος ὄμορφος κῆπος μὲ μαλακὸ καταπράσινο γρασίδι. Ἐδῶ κι ἐκεῖ βρίσκονταν ὄμορφα λουλούδια σὰν ἀστέρια καὶ ὑπῆρχαν δώδεκα ροδακινιὲς ποὺ τὴν ἄνοιξη γέμιζαν ντελικάτα λουλούδια ροδαλὰ καὶ μαργαριταρένια, καὶ τὸ φθινόπωρο ἔδιναν πλούσιο καρπό. Τὰ πουλιὰ κάθονταν στὰ δέντρα καὶ κελαϊδοῦσαν τόσο γλυκά, ὥστε τὰ παιδιὰ συχνὰ σταματοῦσαν τὰ παιχνίδια τους γιὰ νὰ τ' ἀκούσουν.

— Τί εὐτυχισμένα ποὺ εἴμαστε ἐδῶ! ἔλεγαν τὸ ἕνα στ' ἄλλο.

Κάποια μέρα ὁ Γίγαντας γύρισε στὸν πύργο του. Εἶχε πάει νὰ κάνη μιὰ ἐπίσκεψη στὸ φίλο του τὸ Δράκο τῆς Κορνουάλης καὶ εἶχε μείνει ἐκεῖ ἑφτὰ χρόνια. Ὅταν ἔφτασε στὸ σπίτι του, εἶδε τὰ παιδιὰ ποὺ ἔπαιζαν στὸν κῆπο.

— Τί κάνετε σεῖς ἐδῶ; φώναξε μὲ τραχειὰ φωνή. Ὁ κῆπος εἶναι δικός μου. Ὁ καθένας μπορεῖ νὰ τὸ νιώση αὐτὸ καὶ δὲ θὰ ἐπιτρέψω σὲ κανένα νὰ παίζη ἐδῶ, ἐκτὸς ἀπὸ μένα.

Κι ἔτσι ἔχτισε ἕναν ψηλὸ τοῖχο ὁλόγυρα κι ἔβαλε μιὰ ταμπέλα:

ΟΠΟΙΟΣ ΠΑΤΗΣΗ ΕΔΩ ΘΑ ΚΑΤΑΔΙΩΧΝΕΤΑΙ

Ἦταν ἕνας πολὺ ἐγωϊστὴς Γίγαντας.

Τὰ φτωχὰ παιδιὰ δὲν εἶχαν πιὰ ποῦ νὰ παίξουν. Προσπάθησαν νὰ παίξουν στὸ δρόμο, ἀλλὰ ἦταν γεμάτος σκόνη καὶ πέτρες καὶ δὲν τοὺς ἄρεσε. Συχνά, ὅταν τέλειωναν τὰ μαθήματά τους, ἔκαναν βόλτες γύρω ἀπ' τὸν ψηλὸ τοῖχο καὶ κουβέντιαζαν γιὰ τὸν ὄμορφο κῆπο ποὺ ἦταν ἀπὸ μέσα.

— Τί εὐτυχισμένα ποὺ ἤμασταν ἐκεῖ! ἔλεγαν τὸ ἕνα στ' ἄλλο.

Ἔπειτα ἦρθε ἡ ἄνοιξη καὶ ὅλη ἡ χώρα γέμισε παντοῦ μικρὰ λουλούδια καὶ μικρὰ πουλιά. Ὡστόσο, μέσα στὸν κῆπο τοῦ ἐγωιστῆ Γίγαντα ἐξακολουθοῦσε νὰ εἶναι χειμώνας. Τὰ πουλιὰ δὲν ἐνδιαφέρονταν νὰ κελαϊδήσουν μέσα σ' αὐτόν, μιὰ καὶ δὲν ὑπῆρχαν παιδιὰ καὶ τὰ δέντρα ξέχασαν ν' ἀνθίσουν. Κάποια στιγμὴ ἕνα ὄμορφο λουλούδι ὕψωσε ἀπ' τὴ χλόη τὸ κεφάλι του, ἀλλὰ ὅταν εἶδε τὴν ταμπέλα ἔνιωσε τόση λύπη γιὰ τὰ παιδιά, ὥστε ξαναγλίστρησε μέσα στὸ ἔδαφος καὶ ἔπεσε πάλι στὸν ὕπνο.

Τὰ μόνα ποὺ ἦταν εὐχαριστημένα ἦταν τὸ Χιόνι καὶ ἡ Παγωνιά.

— Ἡ ἄνοιξη λησμόνησε αὐτὸν τὸν κῆπο, φώναξαν, κι ἔτσι ἐμεῖς θὰ ζοῦμε ἐδῶ ὁλοχρονίς!

Τὸ Χιόνι σκέπασε τὸ γρασίδι μὲ τὸν μεγάλο ἄσπρο μανδύα του καὶ ἡ Παγωνιὰ χρωμάτισε ὅλα τὰ δέντρα ἀσημένια. Κατόπιν προσκάλεσαν τὸ Βοριὰ νὰ μένη μαζί τους καὶ αὐτὸς ἦρθε. Ὁλημερὶς βρυχιόταν μέσα στὸν κῆπο κι ἔρριξε ὅλα τὰ σκεπάσματα ἀπὸ τὶς καμινάδες.

— Τοῦτο εἶναι ἕνα ὑπέροχο μέρος, εἶπε. Πρέπει νὰ καλέσουμε τὸ Χαλάζι νὰ μᾶς κάνη ἐπίσκεψη.

Ἔτσι ἦρθε τὸ Χαλάζι. Κάθε μέρα χτυποῦσε τρεῖς ὁλόκληρες ὧρες πάνω στὴ στέγη τοῦ πύργου, ὥσπου ἔσπασε τὶς περισσότερες κεραμιδόπλακες. Ἔπειτα ἔτρεχε δῶθε - κεῖθε στὸν κῆπο ὅσο πιὸ γοργὰ μποροῦσε κι ἡ ἀνάσα του ἦταν σὰν πάγος.

— Δὲν μπορῶ νὰ καταλάβω γιατί ἄργησε τόσο νἄρθη ἡ ἄνοιξη, ἔλεγε ὁ ἐγωϊστὴς Γίγαντας, ὅπως καθόταν κοντὰ στὸ παράθυρο καὶ κοίταζε ἔξω τὸν ψυχρὸ ἄσπρο κῆπο. Ἐλπίζω ὅτι θ' ἀλλάξη ὁ καιρός.

Ἀλλὰ ἡ ἄνοιξη δὲν ἐρχόταν ποτέ, οὔτε τὸ καλοκαίρι. Τὸ φθινόπωρο ἔδωσε χρυσοὺς καρποὺς σ' ὅλους τοὺς κήπους, ἀλλὰ στὸν κῆπο τοῦ Γίγαντα δὲν ἔδωσε τίποτα.

— Εἶναι πολὺ ἐγωιστής, εἶπε.

Κι ἔτσι ἐκεῖ ἦταν πάντα χειμώνας.

Ἕνα πρωὶ ὁ Γίγαντας πλάγιαζε ξύπνιος στὸ κρεββάτι του, ὅταν ἄκουσε κάποια ὄμορφη μουσική. Ἤχησε τόσο γλυκὰ στ' αὐτιά του, ὥστε νόμισε ὅτι θἄπρεπε νὰ περνοῦσαν ἀπ' ἔξω οἱ μουσικάντες τοῦ βασιλιᾶ. Στὴν πραγματικότητα ἦταν μόνο ἕνα πουλάκι ποὺ κελαϊδοῦσε ἔξω ἀπ' τὸ παράθυρό του, ἀλλὰ εἶχε περάσει τόσος πολὺς καιρὸς ἀπὸ τότε ποὺ εἶχε ἀκούσει πουλὶ νὰ κελαϊδάη στὸν κῆπο του, ὥστε τὸ λάλημα τοῦ φάνηκε σὰ νὰ ἦταν ἡ πιὸ ὄμορφη μουσικὴ στὸν κόσμο. Τότε τὸ Χαλάζι ἔπαψε νὰ χορεύη πάνω ἀπ' τὸ κεφάλι του κι ὁ Βοριὰς σταμάτησε νὰ βρυχιέται καὶ ἕνα ἔξοχο ἄρωμα ἔφτασε ὡς αὐτὸν ἀπὸ τὸ ἀνοιχτὸ παράθυρο.

— Θαρρῶ πὼς ἡ ἄνοιξη ἦρθε ἐπιτέλους, εἶπε ὁ Γίγαντας καὶ πήδησε ἀπὸ τὸ κρεββάτι του καὶ κοίταξε ἔξω.

Εἶδε ἕνα θαυμάσιο θέαμα. Τὰ παιδιὰ εἶχαν μπεῖ σουρτὰ ἀπὸ μιὰ μικρὴ τρύπα στὸν τοῖχο καὶ τώρα κάθονταν στὰ κλαδιὰ τῶν δέντρων. Σὲ κάθε δέντρο μποροῦσε νὰ δῆ κι ἕνα μικρὸ παιδί. Καὶ τὰ δέντρα ἦταν τόσο εὐχαριστημένα ποὺ εἶχαν πάλι τὰ παιδιὰ κοντά τους, ὥστε εἶχαν σκεπαστῆ μὲ λουλούδια καὶ σάλευαν τὰ κλαδιά τους μαλακὰ πάνω ἀπ' τὰ κεφάλια τῶν παιδιῶν. Τὰ πουλιὰ πετοῦσαν ἐδῶ κι ἐκεῖ τερετίζοντας μὲ ἀγαλλίαση καὶ τὰ λουλούδια σήκωναν τὸ κεφάλι μέσα ἀπ' τὸ πράσινο γρασίδι καὶ γελοῦσαν.

Ἦταν ὄμορφη σκηνή, ἀλλὰ σὲ μιὰ γωνιὰ τοῦ κήπου ἐπικρατοῦσε ἀκόμη χειμώνας. Ἦταν ἡ πιὸ μακρινὴ γωνιὰ καὶ σ᾿ αὐτὴ στεκόταν ἕνα μικρὸ ἀγόρι. Ἦταν τόσο μικρό, ὥστε δὲν μποροῦσε νὰ φτάση ὡς τὰ κλαδιὰ τοῦ δέντρου καὶ ἔφερνε βόλτες γύρω ἀπ᾿ αὐτὸ κλαίοντας πικρά. Τὸ φτωχὸ δέντρο ἦταν ἀκόμα σκεπασμένο μὲ Παγωνιὰ καὶ Χιόνι κι ὁ Βοριᾶς φυσοῦσε καὶ βρυχιόταν πάνω ἀπ᾿ αὐτό.

— Σκαρφάλωσε, ἀγοράκι, ἔλεγε τὸ δέντρο καὶ λύγιζε τὰ κλαδιά του ὅσο πιὸ χαμηλὰ μποροῦσε.

Ἀλλὰ τὸ ἀγοράκι ἦταν πάρα πολὺ μικρόσωμο.

Καθὼς ὁ Γίγαντας κοίταζε ἔξω, ἡ καρδιά του μαλάκωσε.

— Τί ἐγωιστὴς ποὺ στάθηκα! εἶπε. Τώρα ξέρω γιατί ἡ ἄνοιξη δὲν ἤθελε νὰ ἔρθη ἐδῶ. Θὰ βάλω αὐτὸ τὸ φτωχὸ ἀγοράκι στὴν κορφὴ τοῦ δέντρου κι ἔπειτα θὰ γκρεμίσω τὸν τοῖχο καὶ ὁ κῆπος μου θὰ εἶναι γιὰ πάντα παιχνιδότοπος τῶν παιδιῶν.

Λυπήθηκε πολὺ γιὰ ὅ,τι εἶχε κάνει. Κατέβηκε κλεφτά, ἄνοιξε τὴ μπροστινὴ πόρτα πολὺ σιγανὰ καὶ βγῆκε στὸν κῆπο. Ὅμως, ὅταν τὸν εἶδαν τὰ παιδιά, φοβήθηκαν τόσο πολὺ ὥστε τὸβαλαν ὅλα στὰ πόδια κι ὁ κῆπος ἔγινε πάλι χειμωνιάτικος. Μόνο τὸ ἀγοράκι δὲν ἔτρεξε νὰ φύγη, ἐπειδὴ τὰ μάτια του ἦταν τόσο γεμάτα δάκρυα ὥστε δὲν εἶδε τὸν Γίγαντα νὰ ἔρχεται. Κι ὁ Γίγαντας ζύγωσε κλεφτὰ πίσω του καὶ τὸ πῆρε μαλακὰ στὸ χέρι του καὶ τὸ ἔβαλε πάνω στὸ δέντρο. Καὶ ἀμέσως τὸ δέντρο γέμισε ἀνθοὺς καὶ τὰ πουλιὰ ἦρθαν καὶ κελαϊδοῦσαν σ᾿ αὐτὸ καὶ τὸ ἀγοράκι ἅπλωσε τὰ δυὸ χέρια του καὶ τἄρριξε γύρω στὸ λαιμὸ τοῦ Γίγαντα καὶ τὸν φίλησε. Καὶ τ᾿ ἄλλα παιδιά, βλέποντας τί γινόταν, γύρισαν τρεχάλα πίσω καὶ μαζί τους ἦρθε κι ἡ ἄνοιξη.

— Εἶναι δικός σας ὁ κῆπος τώρα, παιδιά, εἶπε ὁ Γίγαντας καὶ πῆρε ἕνα μεγάλο κασμὰ καὶ γκρέμισε τὸν τοῖχο.

Κι ὅταν ὁ κόσμος περνοῦσε ἀπὸ κεῖ πηγαίνοντας στὴν ἀγορά, βρῆκε τὸ Γίγαντα νὰ παίζη μὲ τὰ παιδιὰ μέσα στὸν πιὸ ὄμορφο κῆπο ποὺ εἶχαν δεῖ ποτέ.

Ὁλημερὶς τὰ παιδιὰ ἔπαιξαν καὶ τὸ βράδυ ἀποχαιρέτησαν τὸ Γίγαντα λέγοντάς του «γειὰ - χαρά».

— Μὰ ποῦ εἶναι ὁ μικρός σας σύντροφος, ἐκεῖνο τὸ ἀγοράκι ποὺ ἔβαλα στὸ δέντρο; τὰ ρώτησε.

— Δὲν ξέρουμε, ἀποκρίθηκαν τὰ παιδιά. Ἔφυγε.

— Νὰ τοῦ πῆτε νὰ μὴ φοβᾶται (νἆναι σίγουρος) καὶ νὰ ἔρθη αὔριο, εἶπε ὁ Γίγαντας.

Ἀλλὰ τὰ παιδιὰ εἶπαν πὼς δὲν ἤξεραν ποῦ ἔμενε (τὸ ἀγοράκι) καὶ πὼς δὲν τὸ εἶχαν ξαναδεῖ ποτὲ πρίν. Ὁ Γίγαντας ἔνιωσε μεγάλη θλίψη.

Κάθε απόγευμα, όταν τελείωνε τὸ σχολειό, τὰ παιδιὰ ἔρχονταν κι ἔπαιζαν μὲ τὸ Γίγαντα. Ἀλλὰ τὸ ἀγοράκι ποὺ ἀγαποῦσε ὁ Γίγαντας δὲν ξαναφάνηκε. Ὁ Γίγαντας φερνόταν μὲ πολλὴ καλωσύνη σ' ὅλα τὰ παιδιά, ὅμως λαχταροῦσε τὸν πρῶτο μικρὸ φίλο του.

— Πῶς θὰ ἤθελα νὰ τὸν ἔβλεπα! ἔλεγε συχνά.

Πέρασαν χρόνια κι ὁ Γίγαντας γέρασε κι ἔγινε ἀδύναμος. Δὲν μποροῦσε πιὰ νὰ παίζῃ καὶ καθόταν σὲ μιὰ πελώρια πολυθρόνα καὶ κοίταζε τὰ παιδιὰ στὰ παιχνίδια τους καὶ θαύμαζε τὸν κῆπο του.

— Ἔχω πολλὰ ὡραῖα λουλούδια, ἔλεγε, ὅμως τὰ πιὸ ὄμορφα λουλούδια ἀπ' ὅλα εἶναι τὰ παιδιά.

Κάποιο χειμωνιάτικο πρωινὸ καθὼς ντυνόταν κοίταξε ἔξω ἀπ' τὸ παράθυρο. Δὲν ἀντιπαθοῦσε τώρα τὸ χειμώνα, ἐπειδὴ ἤξερε ὅτι ἦταν ἁπλῶς ὁ ὕπνος τῆς ἄνοιξης (ἦταν ἡ ἄνοιξη ποὺ κοιμόταν) κι ὅτι τὰ λουλούδια ξεκουράζονταν. Ξάφνου ἔτριψε ἀπορημένος τὰ μάτια του καὶ κοίταξε. Εἶδε ἕνα θαυμαστὸ θέαμα. Στὴν πιὸ ἀπόμακρη γωνιὰ τοῦ κήπου ἕνα δέντρο ἦταν σκεπασμένο μὲ ὄμορφα ἄσπρα λουλούδια. Τὰ κλαδιά του ἦταν χρυσᾶ κι ἀσημένιοι καρποὶ κρέμονταν ἀπ' αὐτά. Κι ἀπὸ κάτω στεκόταν τὸ ἀγοράκι ποὺ εἶχε ἀγαπήσει.

Γεμάτος χαρὰ ὁ Γίγαντας ἔτρεξε ἔξω στὸν κῆπο καὶ ζύγωσε τὸ παιδί. Ὅταν πῆγε κοντά, ἡ ὄψη του κοκκίνισε ἀπὸ θυμό.

— Ποιός τόλμησε νὰ σὲ πληγώσῃ; φώναξε, ἐπειδὴ στὶς παλάμες τοῦ παιδιοῦ ὑπῆρχαν τὰ σημάδια ἀπὸ δυὸ καρφιὰ καὶ σημάδια ἀπὸ ἄλλα δυὸ καρφιὰ ἦταν στὰ πόδια του.

— Ποιός τόλμησε νὰ σὲ πληγώσῃ; φώναξε πάλι ὁ Γίγαντας. Πές μου γιὰ νὰ πάρω τὸ σπαθί μου νὰ τὸν σφάξω!

— Ὄχι, ἀποκρίθηκε τὸ παιδί. Αὐτὲς εἶναι οἱ πληγὲς τῆς Ἀγάπης.

— Ποιός εἶσαι σύ; εἶπε ὁ Γίγαντας.

Τότε ἕνα παράξενο δέος τὸν κυρίεψε καὶ γονάτισε μπρὸς στὸ παιδάκι. Καὶ τὸ παιδάκι χαμογέλασε στὸ Γίγαντα καὶ τοῦ εἶπε:

— Μὲ ἄφησες κάποτε νὰ παίξω στὸν κῆπο σου. Σήμερα θὰ ἔρθῃς μαζί μου στὸ δικό μου κῆπο, ποὺ εἶναι ὁ Παράδεισος.

ΠΙΝΑΚΑΣ ΑΝΩΜΑΛΩΝ ΡΗΜΑΤΩΝ

(English irregular verbs)

* Ὁ ἀστερίσκος δείχνει, ὅτι ὑπάρχει κι ὁμαλὸς τύπος μὲ τὴν κατάληξη ed.

Present	Past Tense	Past Participle
abide	abode	abode
am	was	been
arise	arose	arisen
awake	awoke	awoke*
bear	bore, bare	borne, born
beat	beat	beat, beaten
become	became	become
beget	begot, begat	begot, begoten
begin	began	begun
behold	beheld	beheld
bend	bent*	bent*
bereave	bereft*	bereft*
beseech	besought	besought
bet	bet	bet
bid	bid, bade	bid, bidden
bind	bound	bound
bite	bit	bit, bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built*	built*
burn	burnt*	burnt*
burst	burst	burst
buy	bought	bought
can	could	—
cast	cast	cast
catch	caught	caught
chide	chid	chid, chidden

choose	chose	chosen
cleave	cleft, clove*	cleft, cloven*
cling	clung	clung
clothe	clad*	clad*
come	came	come
cost	cost	cost
creep	crept	crept
crow	crew*	crowed
cut	cut	cut
dare	durst*	durst*
deal	dealt	dealt
dig	dug*	dug*
dip	dipt*	dipt*
do	did	done
draw	drew	drawn
dream	dreamt*	dreamt*
drink	drank	drunk
drive	drove	driven
dwell	dwelt*	dwelt*
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbear	forbere	forborne
forbid	forbade	forbidden
forego	forewent	foregone
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgot, forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten

gild	gilt*	gild *
give	gave	given
go	went	gone
grave	graved	graven*
grind	ground	ground
grow	grew	grown
hang	hung*	hung*
have	had	had
hear	heard	heard
heave	hove*	hove*
hew	hewed	hewn*
hide	hid	hid, hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
inlay	inlaid	inlaid
keep	kept	kept
kneel	knelt*	knelt*
knit	knit*	knit*
know	knew	known
lade	laded	laden*
lay	laid	laid
lead	led	led
lean	leant*	leant*
leap	leapt*	leapt*
learn	learnt*	learnt*
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit*	lit*
load	loaded	laden*
lose	lost	lost
make	made	made
may	might	—
mean	meant	meant
meet	met	met
melt	melted	molten*

mistake	mistook	mistaken
mow	mowed	mown*
must	must	—
ought	ought	—
pay	paid	paid
put	put	put
quit	quit*	quit*
read	read	read
reeve	rove*	rove*
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
rive	rived	riven*
run	ran	run
saw	sawed	sawn*
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn*
shake	shook	shaken
shall	should	—
shear	sheared	shorn*
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown*
shred	shred	shred*
shrink	shrank	shrunk
shrive	shrove*	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk

sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid, slidden
sling	slung	slung
slink	slunk	slunk
slit	slit*	slit*
smell	smelt*	smelt*
smite	smote	smitten
sow	sowed	sown*
speak	spoke	spoken
speed	sped	sped
spell	spelt*	spelt*
spend	spent	spent
spill	spilt*	spilt*
spin	spun, span	spun
spit	spit, spat	spit, spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stave	stove*	stove*
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank, stunk	stunk
strew	strewed	strewn*
stride	strode	stridden
strike	struck	struck, stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught

tear	tore	torn
tell	told	told
think	thought	thought
thrive	throve*	thriven
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
wake	woke*	woke*
wear	wore	worn
weave	wove	woven
wed	wed*	wed*
weep	wept	wept
wet	wet*	wet*
will	would	—
win	won	won
wind	wound	wound
work	wrought*	wrought*
wring	wrung*	wrung*
write	wrote	written

WEIGHTS AND MEASURES

ΜΕΤΡΑ ΚΑΙ ΣΤΑΘΜΑ

Measures of Length

Μέτρα Μήκους

Τόσο στὴν Ἀγγλία ὅσο καὶ στὶς Ἡνωμένες Πολιτεῖες μονάδα μήκους εἶναι ἡ **ὑάρδα** (yard), ποὺ διαιρεῖται σὲ 3 **πόδια** (feet). Τὸ κάθε πόδι (foot) διαιρεῖται σὲ **12 δακτύλους** (inches).

1 **inch** ($^1/_{12}$ of a foot) = 0,0254 τοῦ μέτρου
1 **foot** (12 inches) = 0,3048 τοῦ μέτρου
1 **yard** (3 feet) = 0,9144 τοῦ μέτρου
1 **fathom** (ὀργυιά, 2 yards) = 1, 8288 μέτρα
1 **rod** (5,5 yards) = 5,028 μέτρα

1 **furlong** (40 rods, 220 yards)= 201,16 μέτρα
1 **mile** (μίλι, 1760 yards) = 1609,31 μέτρα
1 **nautical mile** or **knot** (6079 feet) = 1855,20 μέτρα

Measures of surface

Μέτρα ἐπιφανείας

1 **square inch** = 6,452 τετραγ. ἑκατοστόμετρα
1 **square foot** (144 square inches) = 0,0929 τοῦ τετραγ. μέτρου
1 **square yard** (9 square feet) = 0,8361 τοῦ τετραγ. μέτρου
1 **square rod** (30,25 square yards) = 25,293 τετραγ. μέτρα
1 **acre** (160 square rods, 480 square yards or 43.560 square feet) = 4047 τετραγ. μέτρα.
1 **square mile** (640 acres) = 2,59 τετραγ. χιλιόμετρα.

Meesures of capacity

Μέτρα χωρητικότητας

Liter (λίτρα) λέγεται ἡ κυβικὴ παλάμη, δηλαδὴ τὸ ἕνα χιλιοστὸ τοῦ κυβικοῦ μέτρου.

1 **cubic inch** = 16,387 κυβικὰ ἑκατοστόμετρα
1 **cubic foot** = 28,316 κυβικὲς παλάμες ἢ λίτρες
1 **cubic yard** = 0,7645 τοῦ κυβικοῦ μέτρου

Ἕνα **bushel** στὴν Ἀμερικὴ ἰσοῦται μὲ 1,244 κυβικὰ πόδια ἢ 35,24 λίτρες. Στὴν Ἀγγλία ὅμως, ἕνα bushel = 1,283 κυβικὰ πόδια ἢ 36,38 liters.

Dry measures

Μέτρα ξηρῶν

	Η. Π. Α.	Ἀγγλία
1 **quart** (2 pints)	1,101 λίτρες	1,136 λίτρες
1 **peck** (8 quarts)	8,81 λίτρες	9,09 λίτρες
1 **bushel** (4 pecks)	35,24 λίτρες	36,38 λίτρες

Liquid Measures

Μέτρα ὑγρῶν

Η. Π. Α.	Ἀγγλία
1 **fluid dram** = 3,70 κυβ. ἑκατ.	— 3,70 κυβ. ἑκατ.
1 **fluid ounce** (8 fluid drams) = 29,57 κυβ. ἑκατ.	— 29,57 κυβ. ἑκατ.
1 **gill** (8 fluid ounces) = 0,1183 λίτρες	— 0,1183 λίτρες
1 **pint** (4 gills) = 0,4732 τῆς λίτρας	— 0,568 τῆς λίτρας
1 **quart** (2 pints) = 0,9463 τῆς λίτρας	— 1,136 τῆς λίτρας
1 **gallon** (4 quarts) = 3,7853 λίτρες	— 4,55 λίτρες

Weights

Βάρη

Στὴν Ἀγγλία καὶ στὶς Ἡνωμένες Πολιτεῖες μονάδα βάρους εἶναι ἡ **ἀγγλικὴ λίτρα (pound, lb)**, ποὺ διαιρεῖται σὲ 16 **οὐγγιὲς (ounces, oz.)**

1 **grain** = 0,0648 γραμμαρίου
1 **ounce** = 28,349 γραμμάρια
1 **pound** (lb., 16 ounces) = 453,59 γραμμάρια
1 **short ton** (2000 pounds) = 907,2 χιλιόγραμμα
1 **long ton** (2.240 pounds) = 1016 χιλιόγραμμα.

ΠΕΡΙΕΧΟΜΕΝΑ ΤΟΥ Γ' ΤΟΜΟΥ

Ασκηση 300	σελίς	5
Άσκηση 301	»	5
Άσκηση 302	»	6
Άσκηση 303	»	6
Άσκηση 304	»	7
Κλειδί ἀσκήσεως 299	»	8
Κλειδί ἀσκήσεως 300	»	8
Κλειδί ἀσκήσεως 301	»	9
Κλειδί ἀσκήσεως 302	»	10
Κλειδί ἀσκήσεως 303	»	11
Κλειδί ἀσκήσεως 304	»	11
Ἐπίθετα καὶ παθητικὲς μετοχὲς μὲ προθέσεις	»	12
Δευτερεύουσες ἐναντιωματικὲς προτάσεις	»	13
Αἰτιολογικὲς προτάσεις	»	17
Ἀποτελεσματικὲς - τελικὲς προτάσεις	»	17
Letter Writing	»	20
7. Συγχαρητήρια	»	20
8. Συλλυπητήρια	»	20
9. Προσκλήσεις	»	21
Λεξιλόγιο	»	24
The Browns begin the day	»	27
Μετάφραση	»	28
Άσκηση 305	»	29
Προφορικὴ ἄσκηση	»	30
Παρατηρήσεις	»	31
Άσκηση 306	»	33
Άσκηση 307	»	33
Άσκηση 308	»	34
Άσκηση 309	»	34
Άσκηση 310	»	35
Άσκηση 311	»	35
Άσκηση 312	»	35
Άσκηση 313	»	36
Λεξιλόγιο	»	37

The U. S. Postal System » 37
Μετάφραση » 38
Συνομιλία » 39
Παρατηρήσεις » 39
Ἄσκηση 314 » 42
Ἄσκηση 315 » 42
Ἄσκηση 316 » 42
Ἄσκηση 317 » 43
Ἄσκηση 318 » 44
Letter Writing » 44
Borrowing and lending » 45
Apologizing » 46
Letters to pen - friends » 46
Λεξιλόγιο » 47
The Glove » 50
Μετάφραση » 50
Παρατηρήσεις » 51
Ἄσκηση 319 » 55
Ἄσκηση 320 » 56
Κλειδὶ ἀσκήσεως 314 » 57
Κλειδὶ ἀσκήσεως 315 » 57
Κλειδὶ ἀσκήσεως 316 » 58
Κλειδὶ ἀσκήσεως 317 » 58
Κλειδὶ ἀσκήσεως 318 » 59
Κλειδὶ ἀσκήσεως 319 » 59
Κλειδὶ ἀσκήσεως 320 » 60
The Glove (συνέχεια) » 61
Λεξιλόγιο » 62
Μετάφραση » 63
Παρατηρήσεις » 64
Ἄσκηση 321 » 70
Ἄσκηση 322 » 71
Ἄσκηση 323 » 72
Κλειδὶ ἀσκήσεως 321 » 73
Κλειδὶ ἀσκήσεως 322 » 73
Κλειδὶ ἀσκήσεως 323 » 74
Λεξιλόγιο » 74
The Glove (συνέχεια) » 75
Μετάφραση » 76

Παρατηρήσεις	» 77
Ἄσκηση 324	» 81
Ἄσκηση 325	» 82
Ἄσκηση 326	» 83
Ἄσκηση 327	» 83
Ἄσκηση 328	» 84
Ἄσκηση 329	» 84
Ἄσκηση 330	» 85
Κλειδὶ ἀσκήσεως 324	» 86
Κλειδὶ ἀσκήσεως 325	» 86
Κλειδὶ ἀσκήσεως 326	» 87
Κλειδὶ ἀσκήσεως 327	» 87
Κλειδὶ ἀσκήσεως 328	» 88
Λεξιλόγιο	» 88
A useful test	» 91
Conversational Grammar	» 92
Λεξιλόγιο	» 95
Reading Comprehension	» 98
Conversational Grammar	» 101
Παρατηρήσεις	» 103
Λεξιλόγιο	» 104
Reading Comprehension	» 107
Business Letters	» 109
Παρατηρήσεις	» 114
Ἄσκηση 331	» 116
Ἄσκηση 332	» 116
Ἄσκηση 333	» 117
Ἄσκηση 334	» 117
Κλειδὶ ἀσκήσεως 331	» 119
Κλειδὶ ἀσκήσεως 332	» 119
Κλειδὶ ἀσκήσεως 333	» 119
Κλειδὶ ἀσκήσεως 334	» 120
Λεξιλόγιο	» 120
The four freedoms	» 123
Οἱ τέσσερις ἐλευθερίες	» 124
Παρατηρήσεις	» 126
Business Letters	» 127
Ἄσκηση 335	» 130
Ἄσκηση 336	» 131

Κλειδὶ ἀσκήσεως 335	» 133
Κλειδὶ ἀσκήσεως 336	» 133
Λεξιλόγιο	» 134
The two gentlemen of Verona	» 136
Μετάφραση	» 139
Παρατηρήσεις	» 141
Λεξιλόγιο	» 144
Λίγα λόγια γιὰ τὸν Κρόνιν	» 145
Μετάφραση	» 147
Ἄσκηση 337	» 148
Ἄσκηση 338	» 149
Ἄσκηση 339	» 150
Ἄσκηση 340	» 151
Ἄσκηση 341	» 151
Ἄσκηση 342	» 152
Ἄσκηση 343	» 152
Ἄσκηση 344	» 152
Κλειδὶ ἀσκήσεως 337	» 154
Κλειδὶ ἀσκήσεως 338	» 154
Κλειδὶ ἀσκήσεως 339	» 155
Κλειδὶ ἀσκήσεως 340	» 155
Κλειδὶ ἀσκήσεως 341	» 156
Κλειδὶ ἀσκήσεως 342	» 156
Κλειδὶ ἀσκήσεως 343	» 157
Κλειδὶ ἀσκήσεως 344	» 157
Applications for membership of clubs, etc.	» 157
Other applications	» 158
Λεξιλόγιο	» 160
The nine needles	» 161
Μετάφραση	» 162
Παρατηρήσεις	» 163
Ἄσκηση 345	» 166
Ἄσκηση 346	» 166
Ἄσκηση 347	» 167
Κλειδὶ ἀσκήσεως 345	» 168
Κλειδὶ ἀσκήσεως 346	» 168
Κλειδὶ ἀσκήσεως 347	» 169
Λεξιλόγιο	» 169
The nine needles (συνέχεια)	» 170

Μετάφραση	» 171
Παρατηρήσεις	» 172
Ἄσκηση 348	» 174
Ἄσκηση 349	» 175
Ἄσκηση 350	» 175
Κλειδὶ ἀσκήσεως 348	» 176
Κλειδὶ ἀσκήσεως 349	» 176
Κλειδὶ ἀσκήσεως 350	» 177
Λεξιλόγιο	» 177
The nine needles (συνέχεια)	» 178
Μετάφραση	» 179
Παρατηρήσεις	» 180
Ἄσκηση 351	» 182
Ἄσκηση 352	» 183
Ἄσκηση 353	» 183
Κλειδὶ ἀσκήσεως 351	» 184
Κλειδὶ ἀσκήσεως 352	» 184
Κλειδὶ ἀσκήσεως 353	» 185
Λεξιλόγιο	» 185
The statue of Liberty	» 186
Μετάφραση	» 187
Παρατηρήσεις	» 189
Ἄσκηση 354	» 191
Ἄσκηση 355	» 192
Κλειδὶ ἀσκήσεως 354	» 193
Κλειδὶ ἀσκήσεως 355	» 193
A useful test	» 194
Grammatical structure	» 199
Pronunciation	» 201
Contextual Reading	» 205
Λεξιλόγιο	» 206
Grammatical structure	» 207
Pronunciation	» 209
Business Letters (συνέχεια)	» 211
Λεξιλόγιο	» 211
The pearl of love	» 215
Μετάφραση	» 216
Παρατηρήσεις	» 217
Ἄσκηση 356	» 220

Ἄσκηση 357 » 220
Ἄσκηση 358 » 221
Κλειδὶ ἀσκήσεως 356 » 222
Κλειδὶ ἀσκήσεως 357 » 222
Κλειδὶ ἀσκήσεως 358 » 222
Λεξιλόγιο » 223
The pearl of love » 224
Μετάφραση » 225
Παρατηρήσεις » 226
Business Letters (συνέχεια) » 229
Ἄσκηση 359 » 231
Ἄσκηση 360 » 231
Λεξιλόγιο » 233
The pearl of love » 234
Μετάφραση » 235
Παρατηρήσεις » 256
Ἄσκηση 361 » 239
Ἄσκηση 362 » 239
Abraham Lincoln (1809—1865) » 240
Μετάφραση » 241
Παρατηρήσεις » 242
Ἄσκηση 363 » 244
Ἄσκηση 364 » 245
Ἄσκηση 365 » 245
Κλειδὶ ἀσκήσεως 361 » 246
Κλειδὶ ἀσκήσεως 362 » 246
Κλειδὶ ἀσκήσεως 363 » 247
Κλειδὶ ἀσκήσεως 364 » 247
Κλειδὶ ἀσκήσεως 365 » 248
Λεξιλόγιο » 248
The happy prince » 249
Μετάφραση » 250
Παρατηρήσεις » 251
Ἄσκηση 366 » 254
Ἄσκηση 367 » 254
Κλειδὶ ἀσκήσεως 366 » 256
Κλειδὶ ἀσκήσεως 367 » 256
Λεξιλόγιο » 257
The happy prince (συνέχεια) » 258

Μετάφραση » 259
Παρατηρήσεις » 260
Ἄσκηση 368 » 262
Ἄσκηση 369 » 263
Κλειδὶ ἀσκήσεως 368 » 264
Κλειδὶ ἀσκήσεως 369 » 264
Λεξιλόγιο » 265
The happy prince (συνέχεια) » 266
Μετάφραση » 267
Business Letters (συνέχεια) » 268
Λεξιλόγιο » 271
The happy prince (συνέχεια) » 272
Μετάφραση » 273
Παρατηρήσεις » 274
Ἄσκηση 370 » 278
Ἄσκηση 371 » 278
Κλειδὶ ἀσκήσεως 370 » 280
Κλειδὶ ἀσκήσεως 371 » 280
Λεξιλόγιο » 281
The happy prince (συνέχεια) » 282
Μετάφραση » 283
Παρατηρήσεις » 285
Ἄσκηση 372 » 288
Ἄσκηση 373 » 289
Κλειδὶ ἀσκήσεως 372 » 290
Κλειδὶ ἀσκήσεως 373 » 290
Λεξιλόγιο » 291
The happy prince (συνέχεια) » 292
Μετάφραση » 293
Παρατηρήσεις » 295
Ἄσκηση 374 » 298
Ἄσκηση 375 » 299
Κλειδὶ ἀσκήσεως 374 » 300
Κλειδὶ ἀσκήσεως 375 » 300
The happy prince (συνέχεια) » 301
Μετάφραση » 302
Business Letters (συνέχεια) » 304
The mystery of the blue handbag » 304
Ἄσκηση 377 » 310

῎Ασκηση 378 » 310
Κλειδὶ ἀσκήσεως 376 » 312
Κλειδὶ ἀσκήσεως 377 » 312
Κλειδὶ ἀσκήσεως 378 » 313
Woodrow Wilson (1856—1924) » 313
Γούντρω Οὔλσον (1856—1924) » 315
῎Ασκηση 379 » 316
῎Ασκηση 380 » 317
Vocabulary practice » 317
῎Ασκηση 381 » 318
Κλειδὶ ἀσκήσεως 379 » 319
Κλειδὶ ἀσκήσεως 380 » 320
Κλειδὶ ἀσκήσεως 381 » 320
Vocabulary practice (συνέχεια) » 320
Τηλεγραφήματα » 321
Marie Curie » 324
Παρατηρήσεις » 325
῎Ασκηση 382 » 327
῎Ασκηση 383 » 327
῎Ασκηση 384 » 328
Marie Curie (συνέχεια) » 329
Παρατηρήσεις » 330
A useful test » 332
Correct statement » 337
Distinction between homonyms » 344
Find the best meaning » 346
Total reading and understanding » 368
A useful test » 352
Correct statement » 357
Distinction between homonyms » 364
Find the best meaning » 365
Total reading and understanding » 368
The school that travels » 370
Λεξιλόγιο » 372
Μετάφραση » 372
Παρατηρήσεις » 375
῎Ασκηση 385 » 376
῎Ασκηση 386 » 378
῎Ασκηση 387 » 379

Ἄσκηση 388 » 379
Κλειδὶ ἀσκήσεως 385 » 381
Κλειδὶ ἀσκήσεως 386 » 382
Κλειδὶ ἀσκήσεως 387 » 383
Κλειδὶ ἀσκήσεως 388 » 384
A useful test » 385

Jane Eyre » 394
Τζέην Ἔϊρ » 397
Vocabulry » 400
Ἀσκήσεις 489, 390, 391 » 403
Κλειδιὰ ἀσκήσεων 389, 390, 391 » 403
Christmas traditions in America » 407
Χριστουγεννιάτικες παραδόσεις στὴν Ἀμερικὴ » 408
Vocabulry » 410
Ἀσκήσεις 392, 393 » 413
Κλειδιὰ ἀσκήσεων 392, 393 » 414
The world of Grandma Moses » 417
Ὁ κόσμος τῆς γιαγιᾶς Μόουζις » 423
Vocabulry » 428
Ἀσκήσεις 394, 395, 396 » 431
Κλειδιὰ ἀσκήσεων 394, 395, 396 » 431
Three men in a boat » 437
Τρεῖς ἄνδρες σὲ μιὰ βάρκα » 438
Vocabulry » 440
Ἀσκήσεις 397, 398 » 442
Κλειδιὰ ἀσκήσεων 397, 398 » 443
Poor Richard says » 445
Παροιμίες τοῦ φτωχοῦ Ριχάρδου » 447
Vocabulry » 449
Who really discovered America ? » 451
Ποιὸς πραγματικὰ ἀνακάλυψε τὴν Ἀμερικὴ » 453
The Selfish Giant » 455
Ὁ ἐγωιστὴς Γίγαντας » 459
Πίνακας ἀνωμάλων ρημάτων » 464
Weights and Measures » 469
Περιεχόμενα τοῦ τρίτου τόμου » 472